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CONTENTS

	Page
Industrial Education Advances the "Framework" Principles.....	423
To Further Conservation Education.....	436
The Payment of Student Body Fees for Veterans in Training Under Public Law 346 in California Public Schools.....	442
Departmental Communications	446
Interpretations of School Law.....	448
For Your Information.....	450
Professional Literature	466
Directory, California State Department of Education.....	468
Index to Volume XXII.....	469

This is the fourth in a series of articles dealing with progress in implementing the "Framework for Public Education in California."

Since the "Framework" is a body of general principles covering the entire range of public education, it must be reinterpreted in the form of specific action programs for different levels and different fields of specialization. These articles show how the "Framework" is being put to practical use in specific situations. This article and two to follow are concerned with the relation of the "Framework" to the various services of vocational education.

INDUSTRIAL EDUCATION ADVANCES THE "FRAMEWORK" PRINCIPLES

MELVIN L. BARLOW, *Supervisor of Trade and Industrial Teacher Training,
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The educational goals expressed in *A Framework for Public Education in California*¹ are applicable to the entire educational structure. Therefore, the Framework is a framework for industrial education in the same manner that it is a framework for any other area of education. The Framework is essentially a restatement of well-known and firmly established concepts believed to represent what is "good" in education. "Good" is defined upon the basis of actual experience in education in California and does not point toward one area of education at the expense of any other area.

The Framework makes the challenge that all areas of education need to re-examine their purposes, methods, and goals. The California Framework Committee takes the point of view "that the interests of all citizens will be best served as public education is unified through the consistent application of commonly accepted purposes and principles of action at all levels and in all fields of the curriculum."²

Leaders in industrial education have been aware of the persistent task that consists of locating differences between educational theory and educational practice, isolating these differences, and then taking definite action toward resolving them. Assessing the values of industrial education in terms of a rapidly changing society is a perfectly normal process.

Long before the final draft of the Framework had been prepared, industrial education teachers had studied thoroughly the various working

¹ *A Framework for Public Education in California*, prepared by the California Framework Committee. Bulletin of the California State Department of Education, Vol. XIX, No. 6, November, 1950.

² *Ibid.*, p. iii.

drafts. A number of meetings with teachers were held during the school years of 1949-50 and 1950-51 in which attempts were made to identify specific evidences of the Framework in action.³ These experiences have been satisfying and profitable to industrial education personnel. Similar meetings will be continued throughout the school year of 1951-52.

Under the incentive provided by the Framework, industrial education in California has recaptured the enthusiasm of the early philosophers and and educational leaders of the industrial education movement. The historical background of industrial education in California shows conclusive evidence of the opportunities available to teachers in industrial education to sustain and facilitate correlation with the values of other areas of education and to improve the possibilities in industrial education for contributing to the total development of its students.

INDUSTRIAL EDUCATION PREPARES TO RECEIVE THE FRAMEWORK

In 1888 one writer declared: "The three R's, if no industrial education goes with them, are apt to produce a fourth R—rascalsm."⁴ The California Superintendent of Public Instruction pointed out in his report of 1875 that "every system of technical and industrial education must begin with the public school."⁵ James Addicott, speaking to the California Teachers Association in 1893, based his remarks upon the hypothesis "that our common schools should give that kind of work and training that will best prepare the majority of pupils for *practical* life as well as for *Citizenship* and *Scholarship*."⁶

An article about industrial education in the *San Francisco Call* in 1908 remarked that "industrial training benefits [the trainees] not only physically but morally, and . . . through it citizenship in general will be improved."⁷ The *San Francisco Chronicle* in 1915 reminded its readers that "it is against the interests of democracy to have a school system which professes to cater for all of the children of all of the people . . . but which only serves the purposes of a limited number of pupils, and even fails to equip them for the battle of life."⁸

The historical background of industrial education is fascinating because it has grown out of the real-life needs of people. For at least three-quarters of a century, industrial education in California has been held in respect by prevailing educational theory. On a national basis, an honorable place has been reserved for industrial education in the various statements of

³ Melvin L. Barlow, "Trade Teachers Adopt the Framework," *California Journal of Secondary Education*, XXV (November, 1950), 402-405.

⁴ *Sacramento Daily Record-Union*, December 29, 1888, p. 8.

⁵ *Sixth Biennial Report of the Superintendent of Public Instruction, 1874 and 1875*. Sacramento: G. A. Springer, California State Printer, 1875, p. 96.

⁶ *Proceedings of the California Teachers Association Session of Year 1893*. San Francisco: Upton Brothers, Printers, 1894, p. 116.

⁷ *San Francisco Call*, January 18, 1908, p. 7.

⁸ *San Francisco Chronicle*, July 8, 1915, p. 16.

educational purposes and practices. The Commission for the Reorganization of Secondary Education in 1918 pointed out that

Furthermore, it is only as the pupil sees his vocation in relation to his citizenship and his citizenship in the light of his vocation that he will be prepared for effective membership in an industrial democracy. Consequently, this commission enters its protest against any and all plans, however well intended, which are in danger of divorcing vocation and social-civic education. It stands squarely for the infusion of vocation with the spirit of service and for the vitalization of culture by genuine contact with the world's work.⁹

From the very beginning of its introduction in the public schools, industrial education has had due regard for the cultural and civic aspects of education. The historical record contains countless references to the necessity of a broad background for students undertaking industrial courses. Nearly half a century ago, Lewis B. Avery, principal of San Jose high school, writing about "The Place of Industrial Education," stated that only half of the school day should be devoted to the skills of industrial education, while the remainder should be concerned with what he called "the scholastic branch."¹⁰ In 1911, when Robert H. Lane wrote about "Some Principles of Industrial Education," he said that industrial education has a three-fold purpose. It must train workers for industry, for good citizenship, and for the enjoyment of life. He went on to say that shop work should be offered for half of each day.

The other half-day's work, however, is equally important. In it the pupil must receive such instruction in language, history, geography, mathematics, civics, and the sciences as will enable him to become an intelligent citizen as well as an intelligent worker. This training, while practical, should not neglect those features of music, literature and the arts which will give the student an appreciation of the beauty of life as well as its usefulness.¹¹

INTERPRETING THE FRAMEWORK

Clues to a practical approach for industrial educators to take in regard to implementation of the Framework are found in Section I of that document, which is concerned with "The Purposes of Public Education in California." Four major groups of objectives are cited, as follows:

- I. The Objectives of Civic Responsibility
- II. The Objectives of Full Realization of Individual Capacities
- III. The Objectives of Human Relationships
- IV. The Objectives of Economic Efficiency

⁹ Commission on the Reorganization of Secondary Education Appointed by the National Education Association, *Cardinal Principles of Secondary Education*. Bulletin 1918, No. 35. Washington: Bureau of Education, Department of the Interior, 1918, p. 16.

¹⁰ Lewis B. Avery, "The Place of Industrial Education," *Sierra Educational News*, V (June, 1909), 44-45.

¹¹ Robert H. Lane, "Some Principles of Industrial Education," *Sierra Educational News*, VII (January, 1911), 18.

A number of items are listed under each heading as a means of clarification. The Framework Committee had in mind that the fifteen items listed under "The Objectives of Civic Responsibility" would help industrial educators to define their responsibility for teaching citizenship in their classes. The Committee did not intend that a check list of outcomes be prepared which could be proved, by means of a survey, to be in complete agreement with the items under Objective I. They intended, rather, that the fifteen items should be used as a guide for any discussions concerning the part that industrial education plays in the development of actions and attitudes of civic responsibility. On the other hand, there is little doubt that if a list of items defining civic responsibility were prepared from the industrial educator's point of view, it would include many or all of the items listed by the Framework Committee.

A reasonable approach to a specific item listed in the Framework is as follows: The Framework states that "Effective citizenship requires that the individual and the group . . . realize the importance of wise use of human and natural resources."¹² Education for effective citizenship therefore provides opportunity for the individual and the group to acquire experiences that will lead to wholesome attitudes concerning the conservation of human and natural resources. Each area of instruction can make a contribution to the development of these attitudes. Industrial education makes such contributions readily. A cursory examination of woodwork, mill cabinet, or carpentry courses, for example, reveals many opportunities for dealing effectively with problems of the wise use of human and natural resources.

Group II in the list of purposes is concerned with "The Objectives of Full Realization of Individual Capacities." Three items included in this section indicate the importance of English as a phase of the realization of individual capacities. To be sure, the skills of reading, speaking, and writing are the prime considerations of the areas devoted to these subjects. But industrial education also has a responsibility in this field. Consider as an example a hypothetical shop situation. John Doe, a student in carpentry, approaches the shop teacher and says, "I ain't got no sandpaper!" One course of action might include, in addition to getting the sandpaper, an effort on the part of the instructor to uphold standards of English expression. If the shop teacher concludes this episode by merely producing the sandpaper, without paying attention to the errors in the wording of the request, he is not keeping faith with the purposes of public education. The shop teacher is not responsible for teaching the skills of English, but he should accept the responsibility of upholding the values of other areas of education and of demonstrating their correlation with his own area.

An interesting thing about the section of the Framework concerning the objectives of full realization of individual capacities is that it requires

¹² *A Framework for Public Education in California*, pp. 5-6.

that every possible opportunity be devised to promote growth of the individual, not only in skills but in desirable related experiences as well. It is not at all difficult to accept Item 10 under this heading, which states that classes in industrial education should achieve poise and co-ordination in bodily movement. There are countless examples in almost any area of industrial education to substantiate a claim that this is a desirable outgrowth of industrial education projects. When it is pointed out, however, that the full realization of individual capacities "requires that the individual, in accordance with his ability and experience . . . understand and value the contributions of art, literature, music, and the dance,"¹³ it is somewhat more difficult to determine the extent of responsibility. For classes in some subjects this might involve references to Cézanne's "Portrait of a Peasant," Lamartine's "Meditations," Rimsky-Korsakov's "Scheherazade," and the ceremonial dances of the Mayas. For the student making a butt weld in a trade class in welding, the implications must be entirely different. It would be an error to dismiss this item without careful consideration, for the responsibility under the Framework is that no stone be left unturned.

The third major set of objectives included as a part of the purposes of education is that concerning human relationships. Students share tools, materials, and machines, and perform their tasks in as realistic, life-like settings as possible. Their group experiences assist them to develop a sense of values, find a purpose, and assume a direction under the guiding influence of the industrial arts. For some persons these experiences lead naturally into further study of the skilled trades and from there to apprenticeship and journeyman status. Industrial education has much to offer students in an atmosphere of reality. Many of the abstractions encountered in other areas of education find practical interpretation in industrial classes. For some students industrial education has provided an avenue leading to ultimate occupational adjustment. For others it has supplied enrichment for their leisure-time activities and has influenced the activities of their friends and families.

The fourth set of objectives in "The Purposes of Public Education" are those of economic efficiency. These include far more than the learning of the actual skills involved in earning a living. It is easy to see that the items listed as characteristic of economic efficiency fall within the normal span of the objectives of industrial education. The entire program of industrial education involves to a considerable extent each of the objectives of economic efficiency. Good workmanship and the obligation of the worker to perform an honest day's work are valued, as well as other right attitudes of the worker toward his work and that of others. Realization of these social values is an integral part of the industrial education pro-

¹³ *Ibid.*, p. 6.

gram, and it is believed that they contribute immeasurably to occupational adjustment.

The general statements in Section I of the Framework must be applied to each of the various areas of education. When this is done for industrial education, it is possible to be more specific. If considerations are limited further to one of the major fields of industrial education, it is possible to be still more specific. However, not much is to be gained by preparing a "Framework for Industrial Education," or a "Framework for Industrial Arts Education," or a "Framework for Trade and Industrial Education." These might be satisfying experiences, but they would divert energy and attention from the most important focus in industrial education—the teacher-pupil contact in a particular school, in a particular shop, between a particular instructor and his students.

As previously mentioned, regional meetings for teachers in industrial education have been conducted throughout the state during the past two years for discussion of the general subject of the Framework. In these sessions an attempt has been made to identify industrial education as a partner in the total program of education. A meeting of this kind usually proceeds only a short time before someone raises the question, "How can I do all these things? I'm far too busy as it is." Or, "I just can't add anything else to the work I am doing already!" The chances are pretty good that the instructor is already doing many of "these things" as suggested in the Framework, but is not aware of it. He has not taken time to investigate his instructional activities, to identify the implications they embody for citizenship, realization of individual capacities, human relations, or economic efficiency.

The group attending a regional meeting is asked to keep in mind the purposes of education as indicated in the Framework and then to look back through the activities of the day. What happened during the day that might have had implications for citizenship? Soon someone will volunteer the information that "in my class we have a shop superintendent and a foreman, and we rotate the jobs. This is an opportunity to develop leadership. Do you suppose that has anything to do with civic responsibility?" Another adds: "I think it is as important to be a good follower as it is to be a leader. Do you suppose that being a good follower has anything to do with citizenship?" Still another says, "In my class in practical nursing all patients must be treated as individuals regardless of the circumstances from which they come. Could that be what is meant when they say that 'effective citizenship requires that the individual and the group be sensitive to the disparities of human circumstances'?" So it goes, hour after hour, teachers finding in their daily work with students many examples of procedures that have implications for citizenship.

The values enumerated in the Framework are not realized accidentally in some vague, mystical sort of way, but upon the basis of very careful planning. The secret probably lies in the teacher's awareness of what goes on in the shop in addition to the hammer-and-saw activities. This is what is meant by the oft-repeated phrase, "the expanded role of the teacher." He must be alert to the opportunities as they present themselves naturally—as in the sandpaper episode, for instance. He must also be alert to his responsibility for arranging learning situations.

It was found, on sampling the opinions of teachers, that often a specific instance which was offered as evidence of a realized objective was actually fulfilling more than one of the four groups of Framework objectives. Compilation of all the information received indicated that trade teachers believe that their school shop organization of superintendents, foremen, leadmen, and others fulfills the objectives of civic responsibility, of full realization of individual capacities, of human relationships, and of economic efficiency. Variation in individual answers apparently depended upon the particular experience the individual teacher was recalling at that time. It appears that it is perfectly possible for one teacher to organize his shop in such a way that the objectives of civic responsibility will predominate. Another teacher may develop his shop organization so that the objectives of full realization of individual capacities will be chiefly characteristic—and so on with the other two groups of objectives. Industrial educators cannot say to the trade teacher or the industrial arts teacher that if he does a good job of planning and organization for his particular class he will in effect accomplish the objectives of citizenship, of human relations, or of all four groups of objectives. What is actually accomplished cannot be determined by persons at the supervisory or administrative level but is dependent upon the individual teacher and the environment in which he works. In the final analysis, the progress made by industrial education in realizing the ideals set forth in the Framework rests upon the achievements of the teacher in terms of the values gained by his students.

RESULTS OF FRAMEWORK MEETINGS

Industrial education has developed in California on the basis of broad objectives. Industrial educators have assumed, therefore, that industrial education curriculums would provide many learning experiences over and beyond the skills of shop work. With this understanding, the Framework was used as a guide and trade teachers attending the regional meetings were asked to identify specifically the instructional activities that seemed to have a direct bearing upon Framework objectives. The data which follow present examples selected from reports of more than 200 trade teachers during a two-year period.

I. *What are the evidences in trade and industrial education of realization of the objectives of civic responsibility?*

A. Experiences that teach the individual and the group to accept honest differences of opinion, for example:

1. In a class in stock control, students are reminded that minor differences between the many types of standard products handled, such as solder or glue, are important only as matters of differing personal opinion, which should be recognized.
2. Questions concerning industrial unrest will inevitably arise in trade classes. Teachers aim to give the necessary facts on both sides of the issues involved, so that students will have a basic realization that such issues are frequently matters of honest differences of opinion, not always evidences of exploitation.

B. Experiences that encourage understanding of the importance of conserving human and natural resources, for example:

1. In a class in cabinet making, the instructor emphasizes means of replenishing our lumber resources through reforestation.
2. The study of a unit on automatic machinery in a machine shop will bring out the question of replacement of workers by such machinery. The student learns that manpower as well as natural resources must be conserved, and that such conservation results in an increase in the standard of living.

II. *What are the evidences in trade and industrial education of accomplishment of the objectives of full realization of individual capacities?*

A. Experiences that encourage the student's desire for growth and development, for example:

1. The learning of a manipulative operation step by step, each aspect understood before the next is approached, progressing from the simple to the more complicated, often provides the student with a realization that he is capable of more than he thought.
2. In most shops, teaching is on an individual basis, with each student progressing as fast as he is able and in the manner in which he can work best. Standards can be set high, in keeping with each individual's ability, providing a maximum challenge and minimum frustration for each student.

B. Experiences which emphasize the importance of adequate expression and understanding of English, for example:

1. In an auto mechanics shop the toolroom is operated through a system of written orders from students. Students find that tools can be quickly and easily obtained if orders are correctly written.
2. Regular oral and written reports are required in most shop classes. Because these reports deal with material in which the student is actively interested, they often do much to improve his use of English.

III. *What are the evidences in trade and industrial education of realization of the objectives of human relationships?*

- A. Experiences that develop the realization that human relations are of primary importance, for example:
 1. In classes for instruction of medical assistants, students learn first of all to forget themselves and be interested in other people, so that they can offer real help and sympathy to their patients.
 2. In most shops where students work in pairs, instructors attempt to assign partners so that individuals of opposite characteristics will work together and learn the necessity of tolerance.
- B. Experiences that give practice in working to improve intergroup relationships, for example:
 1. Because students work on projects requiring group action, the impact of the race and color problem is greater than in other types of classes. In most trade classes the problems that arise in this connection are eventually solved by the students themselves.
 2. In a welding class the instructor has found that by sharing clean-up jobs and routine chores himself, he has been able to indicate to boys of minority groups that performing such chores does not constitute a stigma.

IV. *What are the evidences in trade and industrial education of realization of the objectives of economic efficiency?*

- A. Experiences that develop an understanding of the satisfactions of good workmanship, for example:
 1. By maintaining high standards of workmanship in the class, many instructors impress their students with the fact that quality of product will in the long run be the factor which allows the worker to progress.

2. By setting an example of good workmanship, the instructor himself encourages students to do the same.
- B. Experiences that acquaint students with various aspects of costs, for example:
1. Instructors include knowledge of standard charging practices in the content of trade courses. In an auto shop, for instance, this involves acquaintance with flat-rate manuals and their use.
 2. In a sign-painting class every job must be priced as though it were being done commercially. This encourages a consciousness of efficiency in its relation to costs.

PRACTICES FOUND TO BE PARTICULARLY VALUABLE TO TRADE TEACHERS

The two sections of the Framework dealing with extensive opportunities for learning and with teaching and learning commanded much attention at the regional meetings on industrial education. The discussion groups found many items of interest and value. Their enthusiasm led into a discussion of practices which appeared to be valuable to trade teachers. A summary follows of the practices and procedures most frequently discussed.

1. *Creating a life-like atmosphere in the shop.* This involves requiring promptness in meeting deadlines, use of equipment corresponding to that used in the trade, providing for assignments to work on actual patrons in those trades where that is an essential part of the work, and always assigning jobs which are meaningful because they are useful.

2. *Democratic operation of classes.* Most school shops operate through democratic organization, based upon the usual organization in industry involving foremen and supervisors, and sometimes stewards to present grievances, with assignments rotated either in regular order or on a basis of elections. Students are assisted in getting along well with others and to work together regardless of personal feelings. The rotation of responsibilities and of group composition helps to emphasize the co-operative aspects of working together. Courses in industrial education are based on the democratic recognition of the needs of the students.

3. *Close co-ordination with the trade.* Industrial education classes must always be close to the trade practices in the community. This involves a consciousness on the part of the teacher of developments in the trade which he is teaching and also the practice of taking students on frequent tours of actual trade establishments in operation.

4. *Safe and healthful living.* Safety considerations are of prime importance in shop operation, since the use of tools and materials frequently involves considerable danger.

5. *Conservation.* Conservation of manpower is particularly important in times of national emergency, but it is taught in industrial education classes at all times. Topics covered include the specific use of time for constructive purposes and the understanding of time as a basic element in production and, as such, important to the worker, the industry, and the nation. Conservation of tools and materials helps to determine the success of production. Requiring students to keep a record of time and materials is frequently used as a means of emphasizing the importance of conservation measures.

6. *Social equality.* The teacher must take each student on his own merits and treat him accordingly. The attempt is made to help students to understand customs, personalities, and desires of other races, creeds, and nationalities and to aid them in adjustment to life situations.

7. *High standards of workmanship.* Students in industrial classes must be provided with an acceptable set of standards of workmanship, and this is most often achieved by exposing them to work done with high standards and by requiring of them at all times the highest standards of performance of which they are capable.

8. *Understanding the history and social contributions of the trade.* Students in trade and industrial education should realize the basic importance of their vocations to the community and to society as a whole. A corollary of this is that they should have some knowledge of other occupations as they affect society and affect conditions in their own vocational fields.

9. *Understanding of opportunities inherent in a trade.* Students should know what opportunities there are for advancement in their trades, and what standards are necessary to achieve such advancement. They should learn that efficiency, initiative, and flexibility are important requirements for making progress in the trades.

10. *Awareness of mental health problems.* Many problem students are diverted into trade classes. Some of them may be potentially subject to mental illness. Teachers should not attempt to psychoanalyze such students but should report pronounced cases to higher authority. Students of limited mental capacity can be trained to the extent of their ability and thus be given a sense of achievement. Students with problems resulting from some form of insecurity can be helped to make personality adjustments.

11. *Individual instruction and variable standards.* Each student should be encouraged to reach his maximum potential. Tests, individual attention, and counseling are necessary in this process. Conference with parents may also be desirable, since individual counseling usually involves consideration of home conditions. Exceptional students should be encour-

aged to take some responsibility in connection with instruction and to take further training.

12. *Development of initiative.* The use of job sheets in shop classes may tend to suppress initiative to some extent, but they seem to be necessary for beginning students. The eventual goal, however, should be to teach students to think their own jobs through and to organize their own procedures.

13. *Instilling self-confidence.* Students should gain confidence in their own abilities. This is most often accomplished by employing the process of learning which involves proceeding from step to step, each step understood before the next is attempted. As they proceed, students should be encouraged to feel a pride of achievement. A necessary part of such a plan is to let the students know at all times just what their progress has been.

14. *Good work habits.* Good general habits of work should be emphasized at all times through such activities as keeping workrooms clean, and caring properly for tools, blueprints, and materials.

15. *Emphasis on audio-visual techniques of teaching.* Audio-visual techniques of teaching are particularly applicable in industrial education, since visual aids are extremely effective in presenting the content of courses emphasizing manipulative processes.

16. *Understanding of vocational education as a part of the over-all program of education.* Such understanding will lead the teacher in trade and industrial education to closer co-operation with teachers in other fields of education and will encourage him to emphasize to his students the importance to them of academic studies as part of their preparation for participation in society. It will also increase the teacher's awareness of opportunities to provide in his classes for realization of some of the more general aims of the educative process.

17. *Understanding of labor's interest in vocational education.* This leads to an appreciation of the importance of skilled craftsmanship to the trade and to society.

THE TASK FOR THE FUTURE

Teachers in industrial education throughout the state have had opportunities to discuss the various sections of the Framework. The Framework was first studied carefully to determine its tenor. The question was raised—what does this mean in industrial education? Each teacher attempted to answer the question in terms of his school, his shop, and his students. The Framework principles were assumed to apply to all schools, all teachers, and all shops. It was recognized, however, that some of the principles were easy to apply while others were exceedingly difficult. Trade teachers are

actually studying, in considerable detail, their responsibilities as outlined by the Framework.

The task for the future, although difficult, is encouraging. It is difficult because the task has no end. It is encouraging because some school administrators have enthusiastically reported evidence of improvement in teaching that has occurred because teachers have developed a working knowledge of the Framework. They have acquired an enlarged view of their jobs without losing sight of the trade skills they are expected to teach.

The trade and industrial teacher-training centers will continue to introduce the Framework in connection with their pre-service teacher-training program. Study of the Framework will be continued during summer sessions. Formal study of the Framework will conclude with a series of meetings of workshop type for teachers who are completing their credential requirements, and the process will repeat itself with each new group of teachers.

The future is encouraging also because some of the old grads have expressed a desire to meet with the new groups in order that they may share their experiences with new trade teachers. Through their work they have discovered that industrial education offers unlimited opportunity for achieving the goals of general education. The great American educator, G. Stanley Hall, predicted a brilliant future for industrial education when he wrote, some years ago, that "Next to moral education, . . . industrial training is by general consent the greatest and most urgent problem confronting the American people."¹⁴

¹⁴ G. Stanley Hall, *Educational Problems*. 2 vols. New York: D. Appleton-Century Company, 1911, Vol. I, 540.

TO FURTHER CONSERVATION EDUCATION

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The earth's natural resources—soil, water, forests, wildlife, and minerals—are the life blood of the world. They provide man's food, shelter, and clothing and they enrich his living. They maintain the human resources of the world and give direction to culture patterns. Abundant natural resources made possible the phenomenal growth of the United States. California has been particularly blessed with its full, rich share. The wise use of the natural resources of the state, the nation, and the world is essential to the general welfare. The extent to which these resources are used wisely depends upon certain understandings, skills, and values which influence the thinking and behavior of every citizen in his everyday living.

Educators throughout the United States recognize the wise use of resources as an essential in the perpetuation and improvement of our way of life. They are cognizant of the imperative need for every individual to have an effective role in this important area of living. They realize that the necessary understandings, skills, and values will be outcomes of an educative process. They are sensitive to their responsibility to further conservation education in the schools of America.

YEARBOOK ON CONSERVATION

The American Association of School Administrators has devoted its 1951 yearbook to the subject of conservation education.¹ As a member of the 1951 Yearbook Committee, California's Superintendent of Public Instruction Roy E. Simpson participated in the preparation and reviewing of materials for the publication.

The yearbook is described in its foreword as follows:

This is not a textbook on conservation, nor a compendium of technical information about conservation practices. Rather, it is an administrator's guide, which defines a broad area of school responsibility and indicates what can be done about it. Challenges, guides, materials, and facilities are outlined in ways which should be helpful in expanding and improving school programs of conservation education.²

The first two chapters of the book describe the "state of the nation" from the standpoint of its natural resources, the problems related to their wise use, the history of conservation in this country, and the work of governmental agencies in furthering wise use of resources.

¹ *Conservation Education in American Schools*, Twenty-ninth Yearbook of the American Association of School Administrators. Washington 6: American Association of School Administrators (1201 Sixteenth St., N.W.), 1951. Pp. 528.

² *Ibid.*, pp. 7-8.

The committee which prepared the yearbook recognized the promotion of wise resource use as an educational task. Twelve conservation education guides are stated in the third chapter. These guides should be of tremendous help to school administrators as they meet their responsibilities of leadership in an attempt through the process of education to find solutions to the problems of wise use of natural resources. The twelve conservation education guides are followed by a compilation of eighteen basic scientific and social concepts which are "important in every sound program of conservation education."¹

Following a chapter on "Instructional Materials and Facilities," other chapters are devoted to "Some Good Practices in Rural Schools," "Some Good Practices in City Schools," "Promising State Programs of Conservation Education," and "Regional Programs of Conservation Education." The wealth of descriptions of forward-looking practices and the specificity of suggestions should be of inestimable value to persons working in different areas of responsibility.

Chapter Nine, on "Preservice Education of Teachers," is developed on the premise that before conservation education can become effective teachers should be aware of what the problems are. They should know how to work with youth and adults and how to stimulate them to preserve our rich heritage of resources. The committee recognizes adequate training of teachers as one of the major needs in the development of conservation education in this country. This responsibility rests with the teacher-education institutions. The yearbook gives descriptions of programs of teacher training in conservation education at various institutions throughout the country. Various activities are described and promising practices are evaluated.

The yearbook committee considers the development of a functional and effective program of conservation to be a co-operative enterprise in which many individuals and groups take part. The school superintendent must assume definite responsibilities and give purposeful leadership. The following practices are recommended to administrators as guide-lines to purposeful leadership:

1. Educate yourself about conservation problems and about the methods and materials of conservation education.
2. Take inventory of what is now being done in your own schools.
3. See to it that conservation is an integral part of curriculum development from kindergarten through college.
4. Select and wisely assign personnel that have some interest and background in conservation education.
5. Motivate and stimulate in-service growth of teachers, supervisors, and principals.

¹ *Ibid.*, pp. 72-74.

6. Provide materials of instruction. Budget for books, films, laboratory equipment, and other supplies that teachers and students need to carry on a worthwhile program.
7. Make whatever administrative arrangements are necessary for the success of the program.
8. Explore community conservation needs with laymen, youth, and staff members and co-operatively formulate a program to promote better utilization of natural resources.
9. Explore possibilities and arrange as fully as possible for school camps, gardens, forests, or farms.
10. Make the classroom unit the most important center of the program.
11. Arrange for the regular and systematic evaluation of what is being done in conservation education.
12. Recognize and accept the paramount role of leadership.¹

School administrators should analyze these practices and use them as guide-lines for future planning.

CONSERVATION EDUCATION COMMITTEE

To further conservation education in California, Superintendent of Public Instruction Roy E. Simpson appointed a Conservation Education Committee in the State Department of Education in 1948. The purposes of the committee are (1) to focus attention on the importance of conservation education in the schools of California, (2) to study problems related to conservation education, (3) to initiate state-wide activities to further conservation education, (4) to stimulate the development of conservation education programs at the local level, and (5) to co-ordinate the activities of various departmental agencies contributing to conservation education in the state. The committee is headed by Jay Davis Conner, Associate Superintendent of Public Instruction and Chief of the Division of Instruction. The membership of the committee is made up of assistant division chiefs, bureau chiefs, and consultants in the Division of Instruction. Soon after the establishment of the committee, an active program of co-operation with the State Department of Natural Resources was initiated. Edward F. Dolder, appointed in 1949 as Chief of Conservation Education in the State Department of Natural Resources, was invited to membership on the committee. The co-operation of the State Department of Natural Resources makes possible the co-ordination necessary to the development of an effective state-wide program.

One of the first outcomes of interdepartmental co-operation was the publication of a *Guidebook for Conservation Education*,² which defines

¹ *Ibid.*, pp. 230-51.

² *Guidebook for Conservation Education: A Proposal for a Program of Action in the Schools of California*. Sacramento 14: California Department of Natural Resources in co-operation with Department of Education, March, 1950. Pp. 48.

the goals of conservation education, makes specific recommendations related to conservation education, and suggests materials and sources of materials to implement the program. The *Guidebook* has been distributed widely to schools throughout the state. Copies are available on request to the Bureau of Textbooks and Publications, State Department of Education, Sacramento 14.

REGIONAL CONFERENCES ON CONSERVATION

A major activity of the Conservation Education Committee has been the planning of regional conferences on the conservation of natural resources. The first in the series of regional conferences was held in Pasadena, February 16-18, 1950. This conference was sponsored jointly by the state departments of Education and Natural Resources, the California Conservation Council, and the Pasadena public schools. The primary purpose of the conference was to bring together all the agencies and groups in southern California which were concerned with the vital problem of planning programs of co-ordinated action for community education in the conservation of natural resources. It was felt to be of greatest importance that not only the forces of public education, but also federal, state, and local governmental conservation agencies, business, agricultural and industrial interests, and civic, social, avocational, and recreational groups be combined in the planning of ways by which community-wide understanding of conservation problems could be achieved.

To realize the purpose of the conference every effort was made to secure a balanced representation of all agencies of community life as well as a balance between conservation specialists and nonprofessional citizens. Participants in the conference included representatives from business and industry, agriculture, education, labor, government, and community organizations. A report on this first regional conference was published in July, 1950.¹

The Second Regional Conference on Conservation of Natural Resources was held at the University of California, Berkeley, in January, 1951. The conference was co-sponsored by the state departments of Education and Natural Resources and the University of California. Twelve counties in the San Francisco Bay region were involved in the planning of the conference. The purposes of the regional conferences were furthered by the planning of the sponsors, a central planning committee, and section planning committees. General sessions and section meetings provided opportunity for the participants to secure information regarding the four basic renewable resources of soil, water, forests, and wildlife and to discuss problems related to them. Proceedings of the conference were

¹ "Report on the First Regional Conference on Conservation of Natural Resources, February 16-18, 1950," *California Schools*, XXI (July, 1950), 263-70.

published by the Conservation Education Section, California Department of Natural Resources. Copies are available and may be secured by writing to Edward F. Dolder, Chief of Conservation Education, Department of Natural Resources, Sacramento 14, California.

Plans for the Third Regional Conference on Conservation of Natural Resources are well under way. The conference will be held at Chico State College, February 21-23, 1952. Three State colleges—Sacramento, Chico, and Humboldt—have joined with the State Department of Education, the State Department of Natural Resources, and the State Department of Fish and Game in sponsoring this conference. Twenty-two northern California counties, the southernmost of which are Mendocino, Lake, Yolo, Sacramento, and El Dorado, will be involved in the plan of the conference.

A central planning committee under the chairmanship of Helen Hefernan, Assistant Chief of the Division of Instruction, has been developing the program for the past several months. The theme of the conference will be "Land Use in Northern California." The conference will open with a general session in the auditorium at Chico State College on Thursday evening, February 21, at 8 o'clock, and will close at noon on Saturday, February 23. General sessions and section meetings have been planned to further the theme of the conference. Section meetings with emphasis on the general theme will be held on such topics as Population Trends; Use of Wild Land and Wilderness Areas; Mineral Extraction; Watershed as a Major Use of Land; Symptoms of Unwise Agricultural Land Use; The Grass Lands of Northern California; Wildlife, Its Dependence on Land; and Forests Products.

In an effort to stimulate interest and to prepare participants for the conference, Superintendent Simpson addressed a communication to the county superintendents of schools in the 22 counties involved in the plan of the conference suggesting that they each devote a day of their institute program to the problems of conservation education. The issues related to conservation education that are considered at institute sessions will be used as the bases for discussions in the various section meetings of the conference.

Typical of the institute sessions already held in the northern counties in response to this suggestion is the program of the Lassen County Teachers Institute held October 18-19. The theme of the program was "Responsibilities of the Educator in a Democratic Society for Conserving Human and Natural Resources." In addition to hearing the presentations of topics on this theme, the teachers had opportunity to take field trips and to engage in discussions which were planned to develop conservation concepts.

Professional groups in the state have planned their meetings around the theme of conservation as background for the Third Regional Conference.

Typical of such programs was the open meeting of the Rural Education Committee of the California School Supervisors Association, during which a half day was devoted to the topic of "Land Use in Northern California." The program of the Audio-Visual Association, Northern Section, which met in Susanville on November 10, 1951, was planned to further conservation education.

A one-page questionnaire was sent to county, city, and district superintendents of schools in California to secure information about activities in furtherance of conservation education that have been planned and carried out in the offices of county, city, or district superintendents of schools, and to stimulate further interest in conservation education in the public schools of California. Tabulations of the replies were published in a brief report in August, 1951.¹ The questionnaire was not intended to provide a basis for determining the comprehensiveness of conservation education in the public schools of the state, but to yield information for the Conservation Education Committee to consider when projecting plans for assistance to administrators in furthering conservation education.

One of the activities promoted by the Conservation Education Committee designed to assist school administrators in developing programs of conservation education was the compilation of a list of experts in the use and management of natural resources who have volunteered to act as speakers and consultants at institutes and other meetings to acquaint educators with the problems involved in the wise use of natural resources. The list was prepared by Edward F. Dolder of the Department of Natural Resources. The list includes representatives of government, industry, agriculture, and civic organizations. The name of each individual is shown with his organization and postal address, the subject matter with which he deals as speaker or as consultant, his availability on a state-wide or regional basis, and details regarding the expenses of his services. Copies of the list are available from the office of Elementary Education, State Department of Education, Sacramento 14.

It is anticipated that the co-operative efforts of the State Department of Education, the State Department of Natural Resources, and other departments of government whose programs contribute to conservation education will enrich the programs of conservation education in the public schools of California. The activities of the Committee on Conservation Education in the State Department of Education should implement the programs in operation at the local level and stimulate further progress in this important area of community living and the school curriculum.

¹ Bernard J. Lonsdale, "A Study of Activities Related to Conservation Education in California Public Schools," *California Schools*, XXII (August, 1951), 293-97.

THE PAYMENT OF STUDENT BODY FEES FOR VETERANS IN TRAINING UNDER PUBLIC LAW 346 IN CALIFORNIA PUBLIC SCHOOLS

EUGENE M. DeGABRIELE, *Technician, Bureau of Readjustment Education*

The recent decision of the Comptroller General of the United States pertaining to the payment of student body activity fees for veterans in training under Public Law 346 is of special interest and concern to California public school administrators. This decision authorizes the Veterans Administration to process for payment under the provisions of Public Law 346 (Servicemen's Readjustment Act of 1944) all vouchers still outstanding for student body fees, and further directs that payments which have been made in the past for student body fees be allowed for the period prior to and including June 30, 1950. The decision is of tremendous import to California state colleges, junior colleges, and University of California. It is estimated that more than two million dollars was involved in this decision.

The Veterans Administration regulations for the training of veterans under Public Law 346, as amended, specifically prohibit the payment of student body fees for veterans in institutions where such fees are optional with the student. Early in 1947 the Veterans Administration questioned the payment of such fees for veterans under Public Law 346 in California public colleges on the grounds that the student body fees were optional and rendered a decision on March 17, 1947, that the amounts paid on account of such optional fees should be recovered. At the same time the Veterans Administration suspended the payment for books and supplies in the state colleges and junior colleges. This suspension was lifted on September 9, 1947.

The decision of the Veterans Administration regarding fees resulted in numerous conferences between the Veterans Administration, the Attorney General of California, and the State Department of Education. On October 1, 1947, Superintendent of Public Instruction Roy E. Simpson addressed a letter to the Veterans Administration in which he stated that it was customary for students in California tax-supported institutions to pay student body fees. It was also the opinion of the Department of Education that the Veterans Administration should not discriminate in favor of private colleges by refusing to pay student body fees for veterans attending public institutions. It was further emphasized in this letter that the practice was begun long before the veterans education program came into existence and that it applied to veterans and nonveterans alike.

On October 8, 1947, the Veterans Administration Branch Office No. 12 in San Francisco was advised by the Veterans Administration Central Office in Washington, D. C., that the objection to payments of student body fees be removed on the basis of the fact that it had been customary for students attending public colleges in California to pay such fees. An opinion rendered by the Veterans Administration Solicitor on April 1, 1949, likewise indicated that there was no justification for denial of payment to California institutions for student body fees.

The student body fee problem was again raised in 1950. This time the General Accounting Office of the United States, at Washington, D. C., took exception to the payment of student body fees for veterans under Public Law 346, as amended, on the ground that the fees were optional. On June 30, 1950, the General Accounting Office stopped payment of such fees and directed the Veterans Administration to collect the amounts paid to California public schools in the past for student body fees. The General Accounting Office questioned the point that all students, veterans and nonveterans alike, customarily paid such fees and maintained that the fees charged by the educational institutions were not for services rendered and facilities furnished.

The Central Office of the Veterans Administration at Washington, on August 21, 1950, temporarily suspended the action to recover past payments made for student body fees and requested certain data from the colleges. The combined and co-ordinated efforts of many school people in California were brought to bear on the student body fee problem. It was the subject of conferences in Sacramento and Los Angeles during August and September of 1950, which were attended by representatives of the State Department of Education and administrators of state colleges and junior colleges. Resolutions were adopted and a committee was appointed to assist the Department of Education in evaluating and compiling material from junior colleges and state colleges for submission to the Veterans Administration. Finally it was deemed necessary that the entire problem of student body fees be presented to the federal authorities at Washington by representatives of the State Department of Education, the state colleges and junior colleges, and the University of California.

During the week of April 23 to 27, 1951, a group consisting of the following persons met with officials of the General Accounting Office and the Veterans Administration to protest the action taken on the student body fee problem:

FRANK M. WRIGHT, Associate Superintendent of Public Instruction; and Chief,
Division of Public School Administration

HERBERT E. SUMMERS, Chief, Bureau of Readjustment Education

J. PAUL MOHR, President, California State Junior College Association

EDITH CLARK, Assistant Superintendent, Division of Extension and Higher Education, Los Angeles Public Schools

GUY MAY, Controller, Los Angeles City (junior) College

F. GRANT MARSH, Co-ordinator of Personnel Services, City (junior) College of San Francisco

ARNOLD INTORF, Assistant to the Vice President, University of California, Berkeley

ROBERT WEBB, Veterans Co-ordinator, University of California

This group specifically requested that the Veterans Administration allow the past payments for student body fees to stand, and that it process and pay to California public colleges all vouchers still outstanding for student body fees.

On August 10, 1951, the State Department of Education was informed that the Veterans Administration had recommended to the General Accounting Office that the past payment for student body fees be approved and that payment be authorized for all vouchers still outstanding for such fees.

The United States Comptroller General's decision of October 2, 1951, presented the following reasons for allowing payment of student body fees incurred prior to June 30, 1950:

1. The fees were paid on the basis of an understanding of Central Office directions by field personnel.
2. The charges were made in good faith by the several institutions on the premise that they constituted payment for educational services rendered in behalf of veterans.
3. The veterans have received the benefits for which payments have been made, which benefits are comparable to those furnished to veterans in other similar institutions and for which payment is clearly authorized under the law where all students are required to pay such fees.
4. The schools derived no direct profit or benefit and the overpayment essentially was to the veterans rather than the schools.
5. The regulation, while believed to be in accord with the intent of the statute, is more restrictive than the exact letter of the law.

Present instructions from the Veterans Administration Central Office at Washington, D. C., authorize the regional offices to process for payment, if otherwise correct, those vouchers still outstanding, with the further direction that payments which have been made in the past for student body fees for veterans in training under Public Law 346 be allowed to stand for the period prior to and including June 30, 1950.

State college and junior college administrators should submit to the Veterans Administration, without further delay, vouchers for all outstanding student body fees for veterans. Payments can be expedited if the vouchers are prepared to cover student body fees only. The State Department of Education has been notified that school administrators may submit claims for more than one contract period on one voucher by

designating the contract number on the cover and in turn indicating the periods of billing for each veteran concerned.

The recent Comptroller General's decision in no way authorizes payment of student body fees for veterans under Public Law 346 after June 30, 1950.

It is the prerogative of the regional offices of the Veterans Administration to certify that student body membership is necessary for the rehabilitation of veterans under Public Law 16. At the present time three of the four regional offices of the Veterans Administration having jurisdiction in California have certified to this effect.

Any school administrator who encounters difficulty in connection with claims for student body fees should communicate immediately with the Bureau of Readjustment Education, State Department of Education, Sacramento 14.

DEPARTMENTAL COMMUNICATIONS

DIVISION OF STATE COLLEGES AND TEACHER EDUCATION OFFICE OF CREDENTIALS

JAMES C. STONE, *Consultant in Teacher Education*

REVISION OF REGULATIONS GOVERNING THE ISSUING OF THE STATE PUBLIC HEALTH NURSING CERTIFICATE

At its meeting in Los Angeles on September 14, 1951, the State Board of Public Health, acting in accordance with the provisions of Sections 600 to 603 of the Health and Safety Code, adopted amendments to the regulations governing the issuing of the State public health nursing certificate. The new regulations, which eliminate the granting of the certificate by examination, will become effective January 1, 1954, as Section 4500 of Title 17, California Administrative Code, the text of which follows:

4500. Issuance of Public Health Nursing Certificate. The following shall be the qualifications required for a certificate in public health nursing:

- (a) Applicant shall hold a current California registered nurse license.
- (b) Applicant shall have completed an accredited university program of study in public health nursing. If an applicant completed the program of study more than 10 years preceding the date of her application she shall submit evidence:
 - (1) Of having had at least one year of satisfactory work experience in public health nursing within the last 10 years

or

- (2) Of having completed at least six additional units of work in public health nursing within the two years preceding the date of her application.
- (c) Applications for the public health nursing certificate shall be filed in the office of the State Department of Public Health.
- (d) These regulations shall be in force and effect on and after January 1, 1954.

Two examinations for the California public health nursing certificate will be held before January 1, 1954. One has been scheduled for Friday, March 7, 1952, to be held in San Francisco and Los Angeles. The examination will be given in two parts: Part I, 9 a.m. to 12 noon; Part II, 1 p.m. to 4 p.m. Applications for admission to the examination should be filed not later than February 21, 1952.

The second examination will be held in December, 1953. Registered nurses employed by boards of education to carry on public health nursing functions who begin work not later than October 1, 1951, who are

continuously employed during the school years until the 1953 examination is held, and who have completed all other requirements may be admitted to the 1953 examination. Nurses who begin work not later than January 2, 1952 in health departments, visiting nurse associations or other agencies where employment is for the entire calendar year, who work continuously until the 1953 examination is held, and who complete all other requirements may be admitted to this examination.

The decision as to the eligibility of an applicant for admission to an examination can be made only after submission of her application, verification of registered nurse license, high school graduation, public health experience, and transcripts of university work. Requests for copies of the revised regulations and inquiries in regard to qualifying for the certificate should be directed to the Bureau of Public Health Nursing, State Department of Public Health, 760 Market Street, Room 751, San Francisco 2, California.

INTERPRETATIONS OF SCHOOL LAW

ALFRED E. LENTZ, *Administrative Adviser*

[The following items are merely digests, and although care is taken to state accurately the purport of the decisions and opinions reported, the items have the limitations inherent in all digests. The reader is therefore urged to examine the complete text of a decision or opinion and, when necessary, secure competent legal advice before taking any action based thereon.]

ATTORNEY GENERAL'S OPINIONS

Attendance Upon Junior High School of Seventh and Eighth Grade Pupils of Union Elementary School District Lying in Two High School Districts, Only One of Which Maintains a Junior High School

When in the case of a union elementary school district comprising two component districts one component district lies in a high school district maintaining a junior high school and the other component district lies in a high school district not maintaining a junior high school, the governing board of the union elementary school district may under Education Code Sections 8761 and 1502 contract with the high school district maintaining the junior high school for the education of all seventh and eighth grade pupils residing in the union elementary school district. (Letter from Attorney General to Deputy District Attorney, Santa Cruz County, October 29, 1951.)

Computation of "Class Hours" in Junior College Grades 13 and 14 For Computation of Average Daily Attendance

Under Education Code Section 6961, defining 525 class hours of pupils attendance in grades 13 and 14 of a junior college as one unit of average daily attendance, a class hour in grades 13 and 14 of a junior college must be "not less than 50 minutes exclusive of passing time" and no maximum length is fixed. A class hour is a class session or instructional period. Every class session or instructional period must be at least 50 minutes in length exclusive of passing time and a class session or instructional period in excess thereof must be counted as one class hour unless the class session or instructional period is 100 minutes in length exclusive of passing time, in which case it may be counted as two class hours.

Only attendance of pupils upon "required educational activities" which are such within the meaning of Education Code Section 6904 may be counted for the purposes of Education Code Section 6901.

Fractions of class hours of attendance may not be accumulated to make whole class hours of attendance. (AGO 51-221; 18 Ops. Cal. Atty. Gen. 219.)

Assumption by Unified School District of Liability of Component Elementary School District for Bonded Indebtedness of High School District

Under Education Code Section 7431.1 if an elementary school district comprising a part of a high school district is included in a new unified school district formed under Chapter 16 of Division 2 of the Education Code, the unified school district may assume such portion of the bonded indebtedness of the high school district as the elementary school district is liable for at the time of the formation of the unified school district. (Letter of Deputy Attorney General Elizabeth Palmer to Administrative Adviser, State Department of Education, November 6, 1951.)

Traveling Expenses of Members of State College Advisory Boards

Under Government Code Sections 11099 and 11030-11032, members of the advisory board of a state college established pursuant to Education Code Sections 20361-20368 are entitled to receive actual and necessary traveling expenses, subject to the regulations of the State Board of Education established pursuant to Government Code Section 13920, incurred in attending a meeting of the board held anywhere within the State, or in attending a meeting of representatives of all such boards held within the State or while serving as a member of a committee or subcommittee of such board, provided the purpose of the meeting or service is the aiding of the board in the carrying out of its purposes. (AGO 51-115; 18 Ops. Cal. Atty. Gen. 193.)

Purchase by State Board of Education of Right to Use Copyrighted Material in Teachers Manual Prepared by Department of Education and Adopted by Board

Education Code Section 11184 relating to contracts for the use of plates, maps, engravings, and books adopted by the State Board of Education and the requiring of bonds from the owners thereof, is not applicable to the purchase by the State Board of Education of the right to use copyrighted materials in a teachers manual prepared by the Department of Education and adopted by the State Board of Education. (AGO 51-123; 18 Ops. Cal. Atty. Gen. 203.)

FOR YOUR INFORMATION

STATE BOARD OF EDUCATION ACTIONS

The following actions were taken by the State Board of Education at its regular quarterly meeting held in Los Angeles, October 25, 26, and 27, 1951.

Appointment of Advisory Board Members for State Colleges

In accordance with Education Code Sections 20361-20368, the Board confirmed the appointment or reappointment by Director of Education Roy E. Simpson of members of the advisory boards of eight State colleges to serve for terms ending September 30, 1955, unless otherwise indicated.

CHICO STATE COLLEGE ADVISORY BOARD

Glenn Harris, Richvale
Grayson Price, Anglo Bank Building, Chico
Walter Michael, Willows

FRESNO STATE COLLEGE ADVISORY BOARD

Louis Slater, 814 Home Avenue, Fresno
Lesley Einstein, Reedley
Leland Swall, Tulare

HUMBOLDT STATE COLLEGE ADVISORY BOARD

Henry Westbrook, rancher, Box 75, Smith River
Harold O. Robertson, rancher and insurance, Garberville

LONG BEACH STATE COLLEGE

D. W. Campbell, Manager, Long Beach Chamber of Commerce, Long Beach
Clarence A. Smith, Manager, Central Milk Sales Agency, and Secretary, California State Dairymen's Committee, Downey

SACRAMENTO STATE COLLEGE ADVISORY BOARD

William J. Van Den Berg, M.D., Medico-Dental Building, Sacramento
Dalton Feldstein, Manager, Dalton Motors, Inc., Sixteenth and K Streets, Sacramento

SAN DIEGO STATE COLLEGE ADVISORY BOARD

Armistead B. Carter, 1230 Hunter Street, San Diego 3
Mrs. Harley E. Knox, 4810 Logan Avenue, San Diego 2
Mrs. Frank E. Marcy, 3910 Henry Street, San Diego
William G. Dufflock, Secretary-Manager, El Centro Chamber of Commerce, El Centro (for term ending September 30, 1954)
Burnet C. Wohlford, Valley Center Road, Escondido (for term ending September 30, 1954)

SAN FRANCISCO STATE COLLEGE ADVISORY BOARD

Thomas A. Brooks, Chief Administrative Officer, City and County of San Francisco, City Hall, San Francisco
Cecil Poole, Assistant District Attorney, County of San Francisco, 550 Montgomery Street, San Francisco
Timothy Flynn, Regional Director of CIO, San Francisco

SAN JOSE STATE COLLEGE ADVISORY BOARD

Herschel C. Graham, F. W. Woolworth Company, San Jose
E. B. Scott, Machinists Union Local 504, 45 Santa Teresa, San Jose
Joseph E. Garner, First National Bank, San Jose

Approval of Educational Organizations

In accordance with Education Code Section 4861, the Board approved the following as organizations for which memberships for schools may be paid from school district funds during the school year 1951-52.

California Association For Childhood Education

President: Mrs. Viola Moseley, 720 Weldon Avenue, Fresno 4, California

Corresponding Secretary: Mrs. Phyllis Henfling

Headquarters Address: 720 Weldon Avenue, Fresno 4, California

California Educational Research and Guidance Association—Southern Section

President: Gunnar L. Wahlquist

Secretary: Esther Grace Nolan

Headquarters Address: Office of Secretary: 808 North Spring Street, Los Angeles 12, California

California Elementary School Administrators Association

President: John Horning

Secretary: Viola Meints, Principal, Bay View School, Santa Cruz, California

National Education Association of the United States

President: J. Cloyd Miller

Executive Secretary: Willard E. Givens

Headquarters Address: 1201 Sixteenth Street, N. W., Washington 6, D. C.

National School Boards Association, Inc.

President: Frank H. Trotter, Chattanooga, Tennessee

Secretary: Edward M. Tuttle, Chicago, Illinois

Headquarters Address: 450 East Ohio Street, Chicago 11, Illinois

Northern California Junior College Association

President: Martha E. Burrill, San Mateo Junior College, San Mateo, California

Secretary: Raymond Sanders, Shasta College, Redding, California

Southern California Junior College Association

President: Arthur E. Flum

Secretary: Fred A. Dow, Jr.

Headquarters Address: 6108 Olive Avenue, Long Beach, California

California School Supervisors Association, Northern Section

President: Russell Whitzel

Secretary-Treasurer: Ursula Hogan

Headquarters Address: 301 Courthouse, Sacramento, California

Approval of Proposals for Reorganization of School Districts

In accordance with Chapter 16 of Division 2 of the Education Code, the Board approved the following proposals for reorganization of school districts:

1. *Alpine County*—A recommendation for the formation of all the school districts in Alpine County into a union elementary school district. The area included in the proposed union district lies within the boundaries of the Webster, Lincoln, and Clay elementary school districts, the territory of which is coterminous with the political boundaries of Alpine County. None of the districts involved is a member of any high school district.

2. *Amador County*—A recommendation for the formation of a unified school district coterminous with the boundaries of the Amador County high school district. The area included in the recommendation consists of eleven component elementary school districts (Amador City, Drytown, Enterprise, Oleta, Pine Grove, Pioneer, Plymouth, Shenandoah, Sutter Creek, Volcano, Willow Springs), portions of two joint elementary school districts (Pigeon Creek and Bridgeport) lying within the boundaries of Amador County, and the Amador County high school district.
3. *Glenn County*—A recommendation for the formation of the Orland Joint Unified school district to include Calumet, Lake, Orland joint union, and Plaza elementary school districts, and the Orland joint union high school district, except Chrome elementary school district which is now a part of the Elk Grove union elementary school district.
4. *Inyo County*—A recommendation that the four elementary school districts in the Death Valley area, namely, Furnace Creek, Shoshone, Death Valley Junction, and Tecopa elementary school districts, be organized into a union high school district separate from the Lone Pine union high school district, of which this area is now a part.
5. *Lake County*—A recommendation for the formation of a unified school district coterminous with the boundaries of the Lower Lake union high school district. The area included in the recommendation consists of three elementary school districts (Burns Valley, East Lake, and Lower Lake) and the Lower Lake union high school district.
6. *Los Angeles County*—A recommendation concerned with two election propositions relating to the South Pasadena-San Marino high school district:

Proposition No. 1. A ballot to determine whether the high school district shall establish a four-year high school, disestablish the junior high school, and sell the junior high school building to the South Pasadena City elementary school district for the sum of \$10,000.00. This proposition shall not become effective unless, at an election called by the South Pasadena-San Marino high school board and held on the same date as this proposition is voted upon, the electors shall, by two-thirds vote, approve the issuance of bonds in the sum of \$2,200,000.00 for the construction of a new four-year high school building or buildings.

Proposition No. 2. A ballot to determine whether the San Marino City elementary school district, and a ballot to determine whether the South Pasadena City elementary school district shall become two separate unified school districts in the event that the electors should fail to approve both Proposition No. 1, and, by a two-thirds vote, the issuance of bonds for the purposes stated in Proposition No. 1.
7. *San Luis Obispo County*—A recommendation for the formation of a union elementary school district to consist of the Oceano and the Pismo elementary school districts.
8. *Santa Barbara County*—A recommendation for the information of a unified school district coterminous with the boundaries of the Santa Ynez Valley union high school district. The area included in the recommendation consists of four elementary school districts (Ballard, College, Los Olivos, and Solvang), two union elementary school districts (Buellton and Vista del Mar), and the Santa Ynez Valley union high school district.
9. *Santa Cruz County*—A recommendation for the formation of a unified school district coterminous with the present boundaries of the San Lorenzo union elementary school district, now a part of the Santa Cruz city high school district, and the San Lorenzo unified school district.

10. *Sonoma County*—A recommendation for the organization of a union elementary school district coterminous with the present boundaries of the Daniels, Felta, Junction, Lafayette, and Mill Creek elementary school districts, all a part of the Healdsburg union high school district.

Changes in Rules and Regulations

Lunch Periods for Teachers. The Board added Section 26 to Title 5 of the California Administrative Code, relating to lunch periods for teachers, to read as follows (effective December 1, 1951):

26. The governing board of each school district shall allow each full-time teacher employed in a regular full-time day school in which two or more teachers are employed one duty-free lunch period each day of not less than thirty minutes, which period shall be as near noon as is reasonably possible.

Graduation from Junior College. The Board amended Section 102(c)(2) of Title 5 of the California Administrative Code, relating to graduation from junior college, to read as follows, and adopted this as an emergency regulation (effective November 1, 1951):

- 102 (c) (2) Three credit hours in the Constitution of the United States, and in American history, including the study of American institutions and ideals, and of the principles of state and local government established under the Constitution of this State, and the satisfactory passing of an examination on said courses.

Evening Schools and Classes for Adults. The Board amended Sections 120, 122(j), 123(d), 124(e), and 124(i), and repealed Sections 122(d)(2), 122(k), and 125(b) of Title 5 of the California Administrative Code, relating to evening schools and classes for adults (effective December 1, 1951). The amended sections read as follows:

120. Approval. Each such school and class must be approved each year by the bureau as one established and maintained in conformity with law and this article as a condition to the recognition of such school as a separate school or to the crediting of attendance in such school or class for apportionment purposes.

122(j) An evening high school or evening junior college may be classified as a separate school for apportionment purposes when the total combined average daily attendance in such school and in classes for adults held in connection therewith is not less than 40 units. Additional separate evening high schools or evening junior colleges may be established, and will be approved by the bureau, only when conditions of attendance, geographical location, character of the program, and hours during which classes are conducted justify the organization of another separate evening high school or evening junior college.

- 123(d) The number in attendance in any one class shall not exceed 45 persons unless special approval is granted by the bureau.

124(e) Each forum series shall be submitted for approval to the bureau and must be approved by the bureau prior to the first meeting of the forum series in order for attendance upon class sessions of the forum series to be credited for purposes of the apportionment of school funds.

- 124(i) If the attendance at any two consecutive class sessions of a forum series exceeds 400 persons, the principal of the school maintaining the forum series shall immediately notify the bureau, presenting an estimate of the probable attendance at subsequent class sessions of the forum series and such other information as the bureau

shall require. The bureau shall thereupon review the evidence and determine whether (a) the attendance shall be reduced, (b) a second forum series shall be organized, or (c) the forum series shall be permitted to continue with the attendance for apportionment purposes limited in accordance with directions outlined by the bureau.

Special Schools and Classes for Mentally Retarded Minors. The Board amended the heading of Article 19 of Subchapter 1 of Chapter 1 of Title 5 of the California Administrative Code, and amended Sections 180 and 181, relating to special training schools and classes for mentally retarded minors who come within the provisions of Education Code Section 9801.1. The amended heading and sections read as follows (effective December 1, 1951):

Article 19. Special Training Schools and Classes for Mentally Retarded Minors
Coming Within the Provisions of Education Code Section 9801.1

180. Establishment of Special Training Schools and Classes. Special training schools and special training classes for the education of mentally retarded minors between the ages of 8 and 18 years who come within the provisions of Education Code Section 9801.1 shall be established by governing boards of elementary school districts and unified school districts and by county superintendents of schools, and may be established by governing boards of high school districts, pursuant to Chapter 11 of Division 4 of the Education Code and this article.

181. Establishment of Special Training Schools and Classes. Special training schools and special training classes for the education of mentally retarded minors may be established by the governing board of an elementary school district or unified school district for mentally retarded minors who are less than eight years of age but who come within the provisions of Education Code Section 9801.1, pursuant to Education Code Section 8971.

The Board added Article 21 (consisting of Sections 196 to 199.5) to Subchapter 1 of Chapter 1 of Title 5 of the California Administrative Code, relating to special training schools and classes for mentally retarded minors who come within the provisions of Education Code Section 9801.2. The text of the new article is as follows (effective December 1, 1951):

Article 21. Special Training Schools and Classes for Mentally Retarded Minors
Coming Within the Provisions of Education Code Section 9801.2

196. Establishment of Special Training Schools and Classes. Special training schools and special training classes for the education and training of mentally retarded minors who come within the provisions of Education Code Section 9801.2 may be established by the governing boards of elementary, high school, or unified school districts and by county superintendents of schools pursuant to Chapter 11 of Division 4 of the Education Code and this article.

197. Eligibility of Pupils. The eligibility of a minor for admission to any such school or class shall be determined by properly certificated and qualified psychological and medical examiners. The following criteria shall serve as minimum eligibility requirements:

(a) General. A child must not come within the provisions of Education Code Section 9801.1

(b) Physical Condition. A child must:

(1) Be able to hear spoken connected language and be able to see well enough to engage in special class activities without undue risk;

- (2) Be ambulatory to the extent that no undue risk to himself or hazard to others is involved in his daily work and play activities;
 - (3) Be trained in toilet habits so that he has control over his body functions to the extent that it is feasible to keep him in school.
- (c) Mental, Emotional, and Social Development. A child must:
- (1) Be able to communicate to the extent that he can make his wants known and to understand simple directions;
 - (2) Be developed socially to the extent that his behavior does not endanger himself and the physical well being of other members of the group;
 - (3) Be emotionally stable to the extent that group stimulation will not intensify his problems unduly, that he can react to learning situations, and that his presence is not inimical to the welfare of other children.

198. Admission. The responsibility for the assignment of a minor to a special school or class maintained by a school district shall rest with the administrative head of the school district or an employee of the district designated by him. The assignment of a minor to or continuation in a special class shall be made upon the recommendation of an admissions committee, composed of the school psychologist, the school physician and/or nurse, the minor's teacher, and any other professional person designated by the person responsible for making such assignment. The assignment of minors may be conditional, subject to review by the admissions committee. In cases where doubt exists, a child should be given a trial placement.

199. Size of Class. The maximum enrollment for any such class shall be 12 pupils per teacher.

199.1. Instruction. Methods of instruction and training used in each such school or class shall be designed to educate and train severely mentally retarded children to further their individual acceptance, social adjustment, and economic usefulness in their homes and within a sheltered environment. Such methods shall be approved by the administrative head of the school district or the county superintendent of schools maintaining the school or class.

199.2. Grade Placement. Pupils in such schools and classes shall be grouped on a basis of social competence rather than by grade level.

199.3. Supervision. Adequate supervision shall be provided for all such schools and classes. The superintendent, the building principal, special supervisors and classroom teachers should work cooperatively to establish a helpful plan of supervision.

199.4. Case Studies. Individual case study records shall be kept of all pupils placed in such schools or classes.

199.5. Length of School Day. For apportionment purposes, 180 minutes, inclusive of recesses, shall constitute a minimum school day. No child shall be credited with more than one day of attendance in any one calendar day.

Renewal of Credentials. The Board amended Section 202.1 of Title 5 of the California Administrative Code, relating to requirements for the renewal of credentials, to read as follows, adopting this as an emergency regulation (effective November 1, 1951):

202.1. Additional Requirements for Renewal of Credentials. No kindergarten-primary, general elementary, junior high school, general secondary or junior college credential issued subsequent to April 30, 1948, shall be renewed unless the holder thereof has, in addition to meeting all other applicable requirements for renewal, successfully completed a course, or the equivalent, of at least two semester hours in audio-visual-radio education in an accredited California teacher training institution or in any institution undergraduate credit earned in which may be accepted as meeting undergraduate credit requirements for California credentials under Article 6 or Subchapter 2 of this chapter.

Special Secondary Credential in Business Education. The Board amended Article 13 (consisting of Sections 276-278) of Subchapter 2 of Chapter 1 of Title 5 of the California Administrative Code to read as follows (effective July 1, 1953):

Article 13. Special Secondary Credential in Business Education

276. Application. An applicant for the special secondary credential in business education shall comply with the procedure prescribed for application (Section 201) and shall have completed a program including the following minimum requirements:

(a) A bachelor's degree granted by an institution accepted for credentialing purposes by the California State Board of Education.

(b) Six months of practical experience or 1,000 clock hours in a business occupation.

(c) Forty semester hours of general education with a minimum of six semester hours in each of the following four areas:

(1) Science and mathematics.

(2) The practical arts and the fine arts such as art, music, homemaking, health education, physical education, industrial arts, and similar fields.

(3) Social studies.

(4) The communicative arts such as languages, literature, speech arts, and similar fields.

(d) Eighteen semester hours of professional work in education including the following areas:

(1) The scope and function of the secondary school.

(2) The scope and function of business education.

(3) Four semester hours in methods courses. Two semester hours must be in the field or fields of concentration listed under (f).

(4) Six semester hours of directed teaching. At least one-half of this requirement shall be completed by teaching in the field of business education. Successful teaching experience in public schools or in private schools of equivalent status may be substituted for directed teaching at the rate of one year of full-time teaching for one-half of the requirement.

(e) Twenty-five semester hours of work in subjects basic to business and commerce which must include at least one course from each of the following fields:¹

(1) Principles of economics, including business economics.

(2) Typewriting.

(3) Accounting.

(4) Business Law.

(5) Introduction to business, or business organization and management.

(6) Business mathematics, or business communications (business English or business correspondence).

(7) Consumer economics, or consumer education, or economic geography.

(8) Salesmanship, or retailing, or marketing.

(f) Twenty semester hours of work in at least two of the following fields of concentration, one of which must be Accounting or Secretarial Training:¹

(1) Accounting Field. A minimum of eight semester hours including a course in business machines, and such other courses as: advanced accounting (in addition to (e) (3)), cost accounting, auditing, income tax accounting.

(2) Secretarial Training Field. A minimum of eight semester hours including shorthand and transcription, business machines, advanced typewriting, and filing.

¹ A mastery of any business or skill subject required for certification may be determined by an examination given under the auspices of an approved California teacher education institution. If such determination is made for any business or skill subject by examination, an equivalent number of semester hours in other subjects in the field must be offered.

(3) Merchandising Field. A minimum of eight semester hours including marketing, and such other courses as retailing, merchandise information or analysis, merchandising, salesmanship, advertising. If marketing, retailing, or salesmanship were taken as basic subjects under requirements (a) (8), other courses in this area must be substituted.

(4) Business Management. A minimum of eight semester hours including such courses as business finance, statistics, real estate, insurance, foreign trade, transportation, management, personnel and labor relations, and law in addition to that in requirement (e) (4).

277. Authorization for Service. The special secondary credential in business education authorizes the holder to teach in elementary and secondary schools subjects basic to business and commerce as listed in Section 276(e), and in addition, the fields of concentration named in the credential.

278. Term. The special secondary credential in business education may be issued for a period of two years and may be renewed for a period of five years upon verification of either:

(a) Six semester hours of upper division or graduate work within the past five years, or

(b) A minimum of five months of successful school experience within the past five years.

Provisional General Elementary Credential. The Board amended Article 57 (consisting of Sections 496-498) of Subchapter 2 of Chapter 1 of Title 5 of the California Administrative Code, relating to the Provisional General Elementary Credential, to read as follows (effective December 1, 1951):

Article 57. Provisional General Elementary Credential

496. Application. An applicant for a provisional general elementary credential shall comply with the procedure prescribed for application (Section 201) and shall include:

(a) Verification of sixty or more semester hours of college work with an average of C or better, on a five-point scale, completed in an institution approved by the California State Board of Education for teacher education, or accepted by a California institution accredited for teacher education.

(b) Verification of two years of successful experience as a teacher in the elementary or kindergarten grades of the public schools of the United States.

(c) Verification that during the five-year period immediately preceding the date of application for the provisional credential there was satisfactory completion of:

(1) A minimum of six semester hours of upper division or graduate work in an approved education institution, or

(2) A minimum of five months of successful public school experience in the elementary or kindergarten grades.

(d) Statement of intent to embark upon a program leading to the bachelor's degree and the general elementary credential in a California institution approved by the California State Board of Education for the education of elementary teachers.

(e) The completion of a two semester hour course or the passing of an examination on the provisions and principles of the Constitution of the United States.¹ This provision may be met by either:

(1) Completing a course in any recognized college or university from which undergraduate credits are accepted by the State Board of Education,

¹ An initial two-year credential may be granted without the completion of the Constitution requirement, but may not be renewed, nor a second credential of the same kind granted, until this requirement has been completed.

(2) Passing an examination given by a California junior college, college, or university, or

(3) Passing an examination given through the office of a California county superintendent of schools. (Acceptable for provisional credentials only.)

497. Authorization for Service. The provisional general elementary credential authorizes the holder to serve as a teacher in any elementary school and in grades seven and eight of any junior high school.

498. Term. The provisional general elementary credential shall be issued for a period of two years and may be renewed for periods of two years provided the holder, during the life of the credential to be renewed, has completed not less than twelve semester hours of work with a grade of C or better, on a five-point scale, in a California teacher education institution accredited by the California State Board of Education for elementary or kindergarten-primary teacher education.

A provisional general elementary credential may be renewed only if the holder files with the Commission of Credentials a statement, countersigned by a representative of a California institution accredited by the California State Board of Education for elementary teacher education, that he has embarked upon a program leading to a bachelor's degree and a regular general elementary credential.¹

One but only one subsequent provisional general elementary credential may be issued to a person who has allowed his provisional credential to lapse provided application is made within one year of the expiration date of the credential.

Provisional Kindergarten-Primary Credential. The Board amended Article 61 (consisting of Sections 515-517) of Subchapter 2 of Chapter 1 of Title 5 of the California Administrative Code, relating to the Provisional Kindergarten-Primary Credential, to read as follows (effective December 1, 1951):

Article 61. Provisional Kindergarten-Primary Credential

515. Application. An applicant for a provisional kindergarten-primary credential shall comply with the procedure prescribed for application (Section 201) and shall include:

(a) Verification of sixty or more semester hours of college work with an average of C or better, on a five-point scale, completed in an institution approved by the California State Board of Education for teacher education, or accepted by a California institution accredited for teacher education.

(b) Verification of two years of successful experience as a teacher in the elementary or kindergarten grades of the public schools of the United States.

(c) Verification that during the five-year period immediately preceding the date of application for the provisional credential there was satisfactory completion of:

(1) A minimum of six semester hours of upper division or graduate work in an approved education institution, or

(2) A minimum of five months of successful public school experience in the elementary or kindergarten grades.

(d) Statement of intent to embark upon a program leading to the bachelor's degree and the kindergarten-primary credential in a California institution approved by the

¹ The holder of a provisional general elementary credential who presents an acceptable bachelor's degree from an institution approved by the California State Board of Education for teacher education or accepted by a California institution accredited for teacher education may renew his provisional elementary credential by submitting official transcripts verifying the completion of twelve semester hours of acceptable college course work completed in a California teacher education institution accredited by the California State Board of Education for elementary or kindergarten-primary teacher education.

The holder of a provisional general elementary credential may apply for a regular general elementary credential at any time the requirements for such a credential can be properly verified.

California State Board of Education for the education of kindergarten-primary or elementary teachers.

(e) The completion of a two semester hour course or the passing of an examination on the provisions and principles of the Constitution of the United States.¹ This provision may be met by either:

(1) Completing a course in any recognized college or university from which undergraduate credits are accepted by the State Board of Education.

(2) Passing an examination given by a California junior college, college, or university, or

(3) Passing an examination given through the office of a California county superintendent of schools. (Acceptable for provisional credentials only.)

516. *Authorization for Service.* The provisional kindergarten-primary credential authorizes the holder to serve as a teacher in any kindergarten and in grades one, two, and three of any elementary school.

517. *Term.* The provisional kindergarten-primary credential shall be issued for a period of two years and may be renewed for periods of two years provided the holder, during the life of the credential to be renewed, has completed not less than twelve semester hours of work with a grade of C or better, on a five-point scale, in a California teacher education institution accredited by the California State Board of Education for elementary or kindergarten-primary teacher education.

A provisional kindergarten-primary credential may be renewed only if the holder files with the Commission of Credentials a statement, countersigned by a representative of a California institution accredited by the California State Board of Education for elementary or kindergarten-primary teacher education, that he has embarked upon a program leading to a bachelor's degree and a regular kindergarten-primary credential.²

One but only one subsequent provisional kindergarten-primary credential may be issued to a person who has allowed his provisional credential to lapse provided application is made within one year of expiration date of the credential.

Classification of Students in State Colleges. The Board added Section 924 to Title 5 of the California Administrative Code, relating to classification of students who enroll in state colleges, to read as follows, adopting this as an emergency regulation (effective November 1, 1951):

924. *Classification of Students.* Each person who enrolls in a state college shall at the time of enrollment be classified as a limited student, a regular student, a summer session student, or an extension student. Each student who enrolls in regular session classes for six or fewer units of credit shall be classified as a limited student. Each student who enrolls for more than six units of credit in regular session classes shall be classified as a regular student. Each student who enrolls in one or more summer session classes shall be classified as a summer session student. Each student who enrolls in one or more extension classes shall for his extension class work be classified as an extension class student.

¹ An initial two-year credential may be granted without the completion of the Constitution requirement, but may not be renewed, nor a second credential of the same kind granted, until this requirement has been completed.

² The holder of a provisional kindergarten-primary credential who presents an acceptable bachelor's degree from an institution approved by the California State Board of Education for teacher education or accepted by a California institution accredited for teacher education may renew his provisional kindergarten-primary credential by submitting official transcripts verifying the completion of twelve semester hours of acceptable college course work completed in a California teacher education institution accredited by the California State Board of Education for elementary or kindergarten-primary teacher education.

The holder of a provisional kindergarten-primary credential may apply for a regular kindergarten-primary credential at any time the requirements for such a credential can be properly verified.

Revocation of Credentials

On authority of Education Code Sections 12754 and 12755, respectively, the Board revoked all credentials, life diplomas, and documents heretofore issued to Mathias John Lipartiti and Clinton Rufus Stimson, effective October 25, 1951.

TEACHERS' RETIREMENT BOARD ACTIONS

The following actions were taken by the Teachers' Retirement Board at its regular quarterly meeting held in Los Angeles on October 27, 1951.

Changes in Rules and Regulations

Definitions. The Board amended Section 1504 of Title 5 of the California Administrative Code to read as follows, and adopted the amendment as an emergency regulation (effective November 9, 1951):

1504. Definitions. As used in the State Teachers' Retirement Law (Education Code, Division 7, Chapter 14) and this chapter:

(a) "Credential," "credentials," and "certificate" mean any life diploma, credential, certificate, or other document provided for by, and issued pursuant to, the laws of the State of California which authorize service in the Public School System of this State.

(b) "Certificated" means holding by a person of a credential which is required by the laws of the State of California to be held as a condition to valid employment in the position in which such person is employed.

Proof of Death and of Termination of Employment. The Board amended Section 1510 of Title 5 of the California Administrative Code, relating to proof of death and of termination of employment, to read as follows, adopting these as emergency regulations (effective November 9, 1951):

1510. Proof of Death and of Termination of Employment. (a) Proper proofs of death shall be:

- (1) Certified copy of the public death record,
- (2) Statement of the claimant on the Board's form, and
- (3) Notice from employer when possible.

(b) Evidence that a person has ceased to be employed in a status requisite to membership in the Retirement System, except by death or retirement, shall consist of:

(1) Certificate from the person that the cessation of service in positions subject to the law is genuine, and not merely a leave of absence or a transition from one position to another already in view, and also that reemployment in a position subject to the retirement law in either a regular, substitute or part-time status is not contemplated; and

(2) Notice from employer when possible.

Repayment of Withdrawn Contributions. The Board amended Section 1511 of Title 5 of the California Administrative Code, relating to

repayment of withdrawn retirement contributions, to read as follows, adopting this as an emergency regulation (effective November 9, 1951):

1511. Repayment of Withdrawn Contributions. Until further order of the Retirement Board, repayment of withdrawn Permanent Fund contributions and withdrawn Retirement Annuity contributions shall be made in one sum or in not more than 36 monthly installments, provided that no installment, except the final installment, shall be less than \$25.00.

NATIONAL CONTESTS FOR SCHOOLS

The National Contest Committee of the National Association of Secondary-School Principals has gathered information, over a period of years, about contests offered to schools on a nation-wide competitive basis by industrial, business, and institutional firms, organizations, and associations which recognize the winning students with prizes and awards. The committee has set up criteria which serve as an educational guide to business and industry of the kind of contests the schools desire and need. Twice a year, in the October and February issues of the *Bulletin of the National Association of Secondary School Principals*, a list of national contests approved by the committee is published. The current list of approved contests is reprinted here.

In regard to school participation in contests conducted on a state basis, the committee suggests that schools limit their participation in contests and activities sponsored by their own high school organizations within the state in preference to any activities sponsored by other agencies. The committee also recommends that a school participate in not more than one essay or forensic contest each semester, stating that essay contests are generally regarded as of questionable educational value because the winning of awards through essay contests has tended to encourage plagiarism and dishonesty.

NATIONAL CONTESTS APPROVED FOR 1951-52

Agriculture Contests

<i>Sponsoring Agency</i>	<i>Contest Approved</i>
International Dairy Exposition, Inc., 130 E. Washington St., Indianapolis, Indiana	4-H and FFA Division, Dairy Judging
National Junior Vegetable Growers Association, University of Massachusetts, Amherst, Massachusetts	a. Vegetable Demonstration and Judging b. Production and Marketing Contest c. Muck Crop Show

Art Contests

American Automobile Association, 17th Street and Pennsylvania Avenue, N.W., Washington 6, D. C.	Traffic Safety Poster Contest
American Legion Auxiliary, 777 North Meridian Street, Indianapolis, Indiana	Poppy Poster Contest

<i>Sponsoring Agency</i>	<i>Contest Approved</i>
Fisher Body Division, General Motors Corporation, Detroit 2, Michigan	Craftsman's Guild
National Scholastic Press Association, 18 Journalism Bldg., Minneapolis 14, Minnesota	Photographic Contest
National Wildlife Federation, 20 Spruce Street, Boston 8, Massachusetts	Poster Contest

Essay Contests

Advertising Federation of America, 330 West Forty-second Street, New York 18, New York	Essay Contest
Atlantic Monthly, 8 Arlington Street, Boston 16, Massachusetts	Essay, Story, and Poetry Contest
L. & C. Mayers Co., 516 West Thirty-fourth Street, New York, New York	Essay Contest
Improved Order of Red Men, 1521 Girard Avenue, Philadelphia, Pennsylvania	Essay Contest
National Employ the Physically Handicapped Week, U. S. Department of Labor, Washington 25, D. C.	Essay Contest
National Graphic Arts Association, 719 Fifteenth Street, N.W., Washington 5, D. C.	Essay Contest
National Sales Executives, Forty-ninth and Lexington, New York, New York	Essay Contest
National Tuberculosis Association, 1790 Broadway, New York 19, New York	Essay Contest
Omega Psi Phi Fraternity, Inc., 913 U Street, N.W., Washington, D. C.	Essay Contest
Propeller Club of the United States, 17 Battery Place, New York, New York	Essay Contest
Veterans of Foreign Wars, Ladies Auxiliary, 406 W. Thirty-fourth Street, Kansas City 2, Missouri	Essay Contest

Forensic Contests

Improved Benevolent and Protective Order of Elks of the World, 1915 Fourteenth Street, N.W., Washington 9, D. C.	Oratorical Contest
Knights of Pythias, 1054 Midland Bank Building, Minneapolis, Minnesota	Oratorical Contest
National Americanism Committee of the American Legion, 777 North Meridian Street, Indianapolis, Indiana	Oratorical Contest

Sponsoring Agency

National Association of Radio and Television Broadcasters; Radio-Television Manufacturers Association; and U. S. Junior Chamber of Commerce, 1771 N Street, N.W., Washington 6, D. C.

National Forensic League, Ripon, Wisconsin

Contest Approved

Voice of Democracy Radio Speech Contest

Forensic Contest

Scholarships

American Association for the United Nations, Inc., 45 E. 65th Street, New York 21, New York

Bausch and Lomb Optical Company, 635 St. Paul Street, Rochester 2, New York

Elks National Foundation Trustees, 16 Court Street, Boston 8, Massachusetts

New England Textile Foundation, 68 South Main Street, Providence, Rhode Island

Scholarship Board of the National Association of Secondary-School Principals, 1201 16th Street, N.W., Washington 6, D. C.

Science Service, 1719 N Street, N.W., Washington 6, D. C.

Westinghouse Educational Foundation, Carnegie Institute of Technology, Pittsburgh 13, Pennsylvania

Scholarships or Cash Awards

Scholarships

Scholarships

Scholarships

National Honor Society Scholarships

Science Talent Search

Scholarships

Miscellaneous Contests

American Association of Teachers of French, Southwestern, Memphis 12, Tennessee

Ford Motor Company, Dearborn, Michigan

National Association for Promotion of Study of Latin, Elizabeth, New Jersey

National Red Cherry Institute, 322 South Michigan Avenue, Chicago 4, Illinois

Quiz Kids Scholarship Committee, 8 South Michigan Avenue, Chicago, Illinois

Scholastic Magazine, Inc., 7 East 12th Street, New York 3, New York

Teaching Aids Exchange, Inc., Modesto, California

French Examination

Industrial Arts Awards

Latin Examination

Baking Contest

Best Teacher Selection

Art, Literature, and Music

Commercial Examination

INSTITUTE ON READING

Temple University has announced that "The Prevention and Correction of Reading Difficulties" will be the theme for the Ninth Annual Reading Institute program, which is scheduled for the week of January 28 to February 1, 1952. Those interested in securing information about this program may address Dr. Emmett A. Betts, The Reading Clinic, Department of Psychology, Temple University, Philadelphia 22, Pennsylvania.

NEW SCHOOL WILDLIFE LEAFLETS

The California Department of Fish and Game¹ announces the issuance of four new numbers in the series of School Wildlife Leaflets relating to the wildlife resources of California. The new titles are as follows:

- No. 6. *Deer of California*
- No. 7. *Abalone*
- No. 8. *Mallard Ducks*
- No. 9. *Yellowfin Tuna*

Each leaflet has an illustration in color on the front page. The text, prepared by Edward E. Clay, teacher in Oakland elementary schools, provides easy reading for elementary grades. Maps are included in Leaflets No. 8 and No. 9.

Additional Wildlife Leaflets are in preparation. The series is intended to include, eventually, all game animals, birds, and fish, and also many of the nongame species, including furbearers, hawks, owls, and others.

ANNUAL CONFERENCE OF THE CALIFORNIA AUDIO-VISUAL EDUCATION ASSOCIATION, 1952

The Annual Conference of the Audio-Visual Education Association of California will be held in Sacramento January 31, February 1 and 2, 1952. The northern sections of the California Elementary School Administrators Association and the California School Supervisors Association are co-sponsoring the conference in accordance with the Audio-Visual Association's policy of meeting jointly with other professional organizations concerned with similar problems. Representatives of the three organizations have planned a significant program which will emphasize teamwork in action and out-of-school experiences that have educational impact on boys and girls.

In keeping with the theme, "Solving Instructional Problems Through Teamwork," the program will include spotlight presentations of five

¹ The Legislature of 1951 created the Department of Fish and Game to take the place of the former Division of Fish and Game of the State Department of Natural Resources.

scenes of teamwork in action involving teachers, supervisors, and administrators. Dealers in instructional materials will be given an opportunity during the conference to present new developments and problems requiring co-operation in the procuring and production of these materials.

Professor Walter Loban of the University of California, Berkeley, has been scheduled to headlight the discussions on the out-of-school experiences of school children.

NATIONAL TEACHER EXAMINATIONS, 1952

The National Teacher Examinations, prepared and administered annually by Educational Testing Service, will be given at 200 testing centers throughout the United States on Saturday, February 16, 1952.

At the one-day testing session a candidate may take the Common Examinations, which include tests in Professional Information, General Culture, English Expression, and Non-verbal Reasoning; and one or two of nine Optional Examinations, designed to demonstrate mastery of subject matter to be taught. The college which a candidate is attending, or the school system in which he is seeking employment, will advise him whether he should take the National Teacher Examinations, and which of the Optional Examinations to select.

Application forms, and a Bulletin of Information describing registration procedure and containing sample test questions, may be obtained from college officials, school superintendents, or directly from the National Teacher Examinations, Educational Testing Service, P. O. Box 592, Princeton, New Jersey. Completed applications, accompanied by proper examination fees, will be accepted during December and in January so long as they are received before January 18, 1952.

PROFESSIONAL LITERATURE

PUBLICATIONS RECEIVED

Accreditation Policies of State Departments of Education for the Evaluation of Educational Experiences of Military Personnel. Bulletin of the Commission on Accreditation of Service Experiences, American Council on Education, Number 5, October, 1951. Washington 6: American Council on Education (1785 Massachusetts Avenue, N.W.), 1951. Pp. vi + 62.

THE AMERICAN ASSOCIATION FOR GIFTED CHILDREN. *The Gifted Child.* Edited by Paul Witty. Boston: D. C. Heath and Company, 1951. Pp. xii + 338.

BAILARD, VIRGINIA, and STRANG, RUTH. *Ways to Improve Your Personality: A New Personality Book for Young Moderns.* Illustrated by Jane Oliver. New York: Whitteley House, McGraw-Hill Book Co., Inc., 1951. Pp. 250. \$3.

BOLLENS, JOHN C., and SCOTT, STANLEY. *Local Government in California.* Berkeley 4: University of California Press, 1951. Pp. viii + 154. \$3.

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A Manual to Guide Experimentation with Spelling Lists A, B, and C. Brooklyn 2, N. Y.: Division of Curriculum Development, Bureau of Curriculum Research, Board of Education of the City of New York (110 Livingston St.), 1951. Pp. viii + 126.

* For sale by Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

** Discounts on orders in quantity.

The Natural Sciences and Mathematics. Review of Educational Research, Vol. XXI, No. 4, October, 1951. Washington 6: American Educational Research Association (1201 Sixteenth St., N.W.), 1951. Pp. 245-322. \$1.50.

OSBORNE, ERNEST G. *The Family Scrapbook.* New York: Association Press, 1951. Pp. xvi + 458. \$3.95.

PROSSER, CHARLES A., with the collaboration of M. R. BASS. *Evening Industrial Schools.* Chicago: American Technical Society, 1951 (revised edition). Pp. xvi + 372.

RICHMOND, LUCILLE MCGRAW, and BATHURST, EFFIE G. *Cullogen Improves Its Curriculum.* Office of Education Bulletin 1951, No. 2. New Enterprises in Education Series. Washington 25: Office of Education, Federal Security Agency, 1951. Pp. iv + 24. \$0.15.*

Spelling Words. Brooklyn 2, N. Y.: Board of Education of the City of New York, (110 Livingston St.), July, 1950.

List A. Pp. iv + 20.

List B. Pp. iv + 64.

List C. Pp. iv + 40.

STRICKLAND, RUTH G. *The Language Arts in the Elementary School.* Boston: D. C. Heath and Co., 1951. Pp. xiv + 370.

Tulare County Schools: Progress Report, 1950-51. Edited by Burt M. Kebric. Art and layout by Howard A. Slatoff. Photography by J. Harvey McCammon. Visalia, California: J. Post Williams, County Superintendent of Schools [1951]. Pp. 20 (unnumbered).

* For sale by Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

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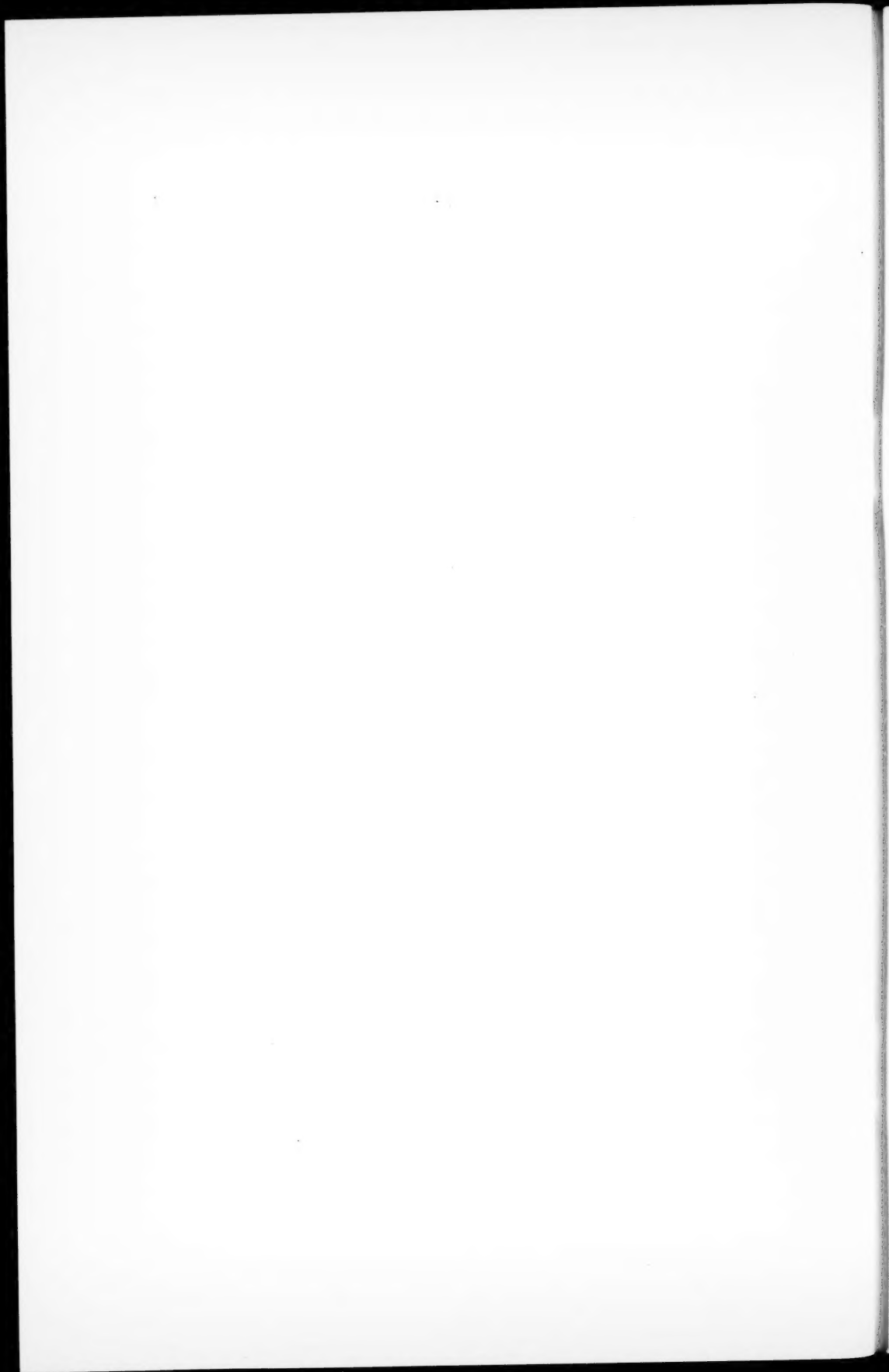
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INDEX TO VOLUME XXII, 1951



INDEX TO VOLUME XXII, 1951

The first number after each item in this index refers to the issue of Volume XXII of *California Schools* in which the item may be found, and the second number cites the page or pages on which the item appears. A comma separates the number of the issue from the page reference; a semicolon separates references to the same subject.

References to digests of interpretations of school law appear in the index under the heading of "Legal Interpretations." These items are not cited in the general index. The abbreviations (SC), (AC), (AGO), and (AG letter) have been used in the index of legal interpretations to show that items are either digests of decisions of the Supreme Court, or of the Appellate Court, or of an opinion or communication from the Attorney General.

- Accidents in pupil transportation, 11, 417
- Accounting manual for schools, Department publication announced, 5, 181
- Accreditation of teacher-education institutions, general policies for, 9, 341
- Addicott, Irwin O., reappointed to State Curriculum Commission, 9, 332
- Administrative Adviser (*See* Interpretation of School Law)
- Adoption of textbooks (*See* Textbooks)
- Adult education: implementation of the "Framework" by, 11, 395-403; regulations relating to, 9, 337-39
- Agriculture, effect of military draft on education for, 3, 79-80
- American Education Week, 8, 301; 11, 413
- American Educational Research Association fellowship, 2, 58-59
- Americanism in secondary schools, teaching of, 7, 263-81
- "Annual Report of the California Committee for the Study of Education, 1950-1951," 10, 364-70
- Appellate Court decisions, 6, 246; 7, 283; 8, 299-300
- Appointment of
 - Assistant Administrative Adviser, 3, 73
 - Assistant Chief, Bureau of Vocational Rehabilitation, 9, 328
 - Associate Superintendent of Public Instruction (reappointment), 5, 184
 - Chief, Bureau of Homemaking Education, 2, 45
 - Consultant in School Recreation, 10, 371
 - Consultant in Secondary Education, 4, 116
 - Consultant in Speech Correction, 10, 371
 - Deputy Superintendent of Public Instruction (reappointment), 5, 184
 - District Supervisor, Bureau of Vocational Rehabilitation, 9, 328
 - Field Representatives, School Facilities Survey, 9, 326; 10, 372
 - Field Representatives, School Planning, 10, 372
 - Regional Supervisor, Homemaking Education, 2, 45
 - Special Supervisor of Homemaking Education, 2, 45
 - Specialist in Higher Education, 9, 327
 - State Librarian, 10, 371
 - Supervising Field Representative, Division of Public School Administration, 9, 328-29
 - member of Teachers Retirement Board, 5, 184
 - members of State Board of Education (reappointments), 5, 184
 - members of state college advisory boards, 2, 56-57; 9, 333; 12, 450-51
 - members of State Curriculum Commission, 2, 54; (reappointments), 9, 332
- Apportionment of federal funds for construction of schools on federal installations, 4, 122
- Apportionment of funds by Superintendent of Public Instruction to school districts experiencing unusual growth in attendance, 1949-50, 4, 121; 1950-51, 11, 404-5
- Apportionment of the California State School Fund for the Fiscal Year Ending June 30, 1951*, Department publication announced, 2, 46-47
- "Apportionment of the State School Fund, 1951-52," article by Ralph R. Boyden, 11, 404-7

Apprentices, instructional materials for, 3, 79

Attendance: apportionments for growth in, 4, 121; 11, 404-5; in public schools, 1950-51, 11, 406-7

Attendance accounting, rules and regulations governing, 6, 248; 9, 335-36

Attorney General's Opinions: 1, 14-15; 2, 51; 3, 76-77; 4, 120; 6, 246-47; 7, 283-84; 8, 298-300; 10, 374; 11, 411-12; 12, 448-49

Barlow, Melvin L., article by, "Industrial Education Advances the 'Framework' Principles," 12, 423-35

Bemis, George W., appointed as Specialist in Higher Education, 9, 327-28

Bergstrom, Herbert F., appointed to Teachers Retirement Board, 5, 184

Berry, Emmett R., report on activities of Bureau of School District Organization prepared by, 10, 373

Blair, William L., re-elected president of State Board of Education, 5, 184

Boyden, Ralph R., articles by: "Apportionment of the State School Fund, 1951-52," 11, 404-7; "General Fund Expenditures of California School Districts for the Fiscal Years 1947-48, 1948-49, and 1949-50," 5, 169-76; communication from relating to official budget forms, 5, 177-78; manual of school accounting revised by, 5, 180

Boys' and Girls' Week, 1951, 3, 82

Brinegar, John B., author of "The Junior College Moves Ahead," 1, 10-13; co-author of "Teaching Americanism in California Secondary Schools," 7, 263-81

Brotherhood Week, 1, 17

Budget forms for school districts, official, 5, 177-78

Bursch, Charles, supervisor and member of policy committee for School Facilities Survey, 9, 325-26; communication from regarding approval of school plans, 11, 408

Business Education in California, Department publication announced, 10, 322-23

"Calendar of Educational Meetings and Events, 1950-51," additions to, 1, 16; 2, 57; 3, 82; 4, 124; for 1951-52, 9, 343-50; additions to, 11, 414

California Administrative Code, Title 5, Education, changes in, adopted by Director of Education, 2, 56 (note); 6, 249-50; by State Board of Education, 2, 54-56; 5, 187-92; 9, 335-41; 12, 453-59; by Superintendent of Public Instruction, 6, 248-49; 9, 329

California Association of Public School Business Officials, co-operation by, in revision of school accounting manual, 5, 180

California Association of School Administrators, co-operation by, in plans for manufacture of school equipment in prisons, 9, 319-21

California Committee for the Study of Education, Annual Report of, 1950-51, 10, 364-70

California Congress of Parents and Teachers, program of scholarships, fellowships, and loans, 1951-52, 2, 58; 1952-53, 11, 415-16

California Council on Teacher Education, co-operation by, in preparation of Department bulletin, 5, 179-80

California Junior College Student Government Conference, addressed by Superintendent Simpson, 1, 3-6

California School Accounting Manual, revised, Department publication, 5, 180

California School Facilities Survey, announcement of, 9, 325-26

California School Supervisors Association, scholarship offered by, 2, 58

California State Government: A Guide to Its Organization and Function, 1951, publication by State Department of Finance, 1, 17

Call for bids for textbooks in civics, 2, 54

Certificated personnel, supply of and demand for, 1951, 5, 137-68

Civics, call for bids for textbooks in, 2, 54

Civil defense programs in state colleges, 5, 182-83

"Code of Ethical Practices for Placement Officers," adopted by Western Institutional Teachers Placement Association, 6, 242-45

Colleges and universities, enrollment in, fall, 1950, 3, 70-71

- Conferences and conventions announced: Audio-Visual Association, 1, 16; 12, 264; Conservation of Natural Resources, Third Regional Conference on, 12, 440; Education of Spanish-speaking People, 2, 52-53; elementary school administration, 3, 74; Midcentury White House Conference, 4, 101-105; school psychologists and psychometrists, 3, 74; secondary school administration, 3, 73; summer conference for science teachers, 3, 86; Southwest District of American Association for Health, Physical Education, and Recreation, 3, 87; California School Supervisors Association, San Joaquin Valley Section, 1, 16
- Conner, J. D. (See Instruction, Division of)
- Conrey, Lucile, appointed as Assistant Administrative Adviser, 3, 73
- Conservation education: activities in schools reported, 8, 293-97; list of speakers, 8, 302; 12, 441; committee on, 12, 438-39; guidebook for, 438-39; yearbook on, 436-37
- Conservation of natural resources, regional conferences on, 12, 439-40
- Conservation Week, observance of, 3, 81; proclamation of, 3, 67
- Contests for schools: approved for 1950-51 by National Association of Secondary-School Principals, 1, 19-21; approved for 1951-52, 12, 461-63; essay contest, Ladies Auxiliary of Veterans of Foreign Wars of the U.S., 11, 417; United Nations national, 4, 124; American Youth Hostels, 1, 18; posters, U. S. Army Recruiting service, 4, 126; art project, U. S. Treasury Department; *School Executive*, on school-community living and school building design, 7, 285; Science Talent Search, 10, 376-77
- Corrections, State Department of, co-operation by in program of manufactures for schools, 9, 318-24
- Counseling, Department publications on, 2, 47-48; 9, 330-31; scholarships in, 2, 58; 11, 416
- Credentials for public school service: emergency, 5, 190-92; identification cards for applicants, 9, 339-40; interruption of preparation for by military service, 9, 341; revoked, 5, 185; 9, 333; 12, 460; number in use and number of candidates in training, October 31, 1950, 5, 137-68
- Credentials Office, Division of State Colleges and Teacher Education, summary of quarterly report, 3, 78-79 (See also Certificated personnel)
- Curriculums in high school, required, Department bulletin on, 9, 329-30
- Davis, Joseph A., appointed as District Supervisor, Bureau of Vocational Rehabilitation, 9, 328
- Day, Pan American, 3, 83
- Defense training, resolution by State Board of Education relating to, 9, 334-35; programs in state colleges, 5, 182-83
- DeGabriele, Eugene M., author of article on student body fees for veterans, 12, 442-45
- "Departmental Communications," 2, 45-50; 3, 73-74; 4, 116-19; 5, 177-81; 7, 282; 9, 327-31; 10, 371-73; 11, 408-10; 12, 446-47
- Dexter, Genevieve, co-author of *Physical Education in the Elementary School*, teacher's manual published by Department of Education, 5, 178-79
- Director of Education, regulation adopted by, relating to rental of state college housing units, 6, 249-50; state college advisory board members appointed by, 2, 56-57; 9, 333; 12, 450-51
- Directory of Administrative and Supervisory Personnel in California Public Schools, 1950-51, Department publication announced, 5, 179
- "Directory of California State Department of Education," 1, 23; 3, 94; 4, 133; 6, 259; 7, 289; 8, 305; 9, 353; professional staff, 10, 380-92; 12, 468
- Disability and Rehabilitation: A Problem That Concerns All the People, Department publication announced, 2, 47
- Edmands, Ruth, co-author of article on implementation of "The Framework" in elementary schools, 9, 309-17
- Education Research, Bureau of, articles prepared by: 2, 29-44; 6, 225-41
- Educational measurement, fellowship in, 2, 58-59
- Educational Press Association Yearbook, 3, 83
- Edwards, Hiram B., author of "Annual Report of California Committee for the Study of Education, 1950-51," 10, 364-70
- Elementary schools, implementation of "The Framework" in, 9, 308-17
- Elementary teacher-education program in California, Department bulletin on, 5, 179-80

"Enrollment in California Public Schools, March 31, 1951," 6, 225-41; ". . . October 31, 1950," 2, 29-44

Enrollment in collegiate institutions, October 31, 1950, 3, 68-72

Ethical practices for placement officers, 6, 242-45

Ethical values for students, study of, 3, 84-85

Evening schools and classes for adults, regulations relating to, 9, 337-39

Exceptional children, laws and regulations relating to education of, 10, 373 (*See also* Special education)

Exchange teachers, opportunities for, 6, 253-54; 9, 342

Experiences, Interests, and Needs of Eighth Grade Farm Children in California, Department publication announced, 9, 329-30

"Fabrics and Fibers as Fire Hazards in Schools," by Joe R. Yockers, 4, 99-100

Farm children, bulletin on, 9, 329-30

Federal apportionments for construction of schools, 4, 122

Federal-State Schoolhousing Survey, 9, 325-36

Fellowships: in educational measurement, 2, 58-59; in special education, 2, 58; 11, 415-16

Ferris, Harvey H., appointed as Field Representative, School Facilities Survey, 9, 326

Fire hazards in schools, fabrics and fibers as, 4, 99-100

"For Your Information," 1, 16-21; 2, 54-60; 3, 81-89; 4, 124-29; 5, 184-92; 6, 248-55; 7, 285-86; 8, 301-3; 9, 332-50; 10, 375-77; 11, 413-17; 12, 450-65

Foreign language requirement for graduation from state colleges, 5, 187

"Framework for Public Education in California," series of articles on implementation of: in elementary schools, 9, 309-17; in secondary schools, 10, 357-63; in adult education, 395-403; in industrial education, 12, 423-35

Fulbright Education Exchange Program (Public Law 584), opportunities for teachers under, 6, 253-54; 9, 342

"General Education in California Junior Colleges," by Frank B. Lindsay, 1, 7-10

"General Fund Expenditures of California School Districts for the Fiscal Years 1947-48, 1948-49, and 1949-50," by Ralph R. Boyden, 5, 169-76

Gillis, Mabel R., State Librarian, retirement of, 9, 327

Guidance, Department bulletins on, 2, 47-48; 9, 330-31

Gwinn, Herbert D., co-author of "Teaching Americanism in California Secondary Schools," 7, 263-81

Handicapped minors (mentally retarded), special schools and classes for, regulations relating to, 12, 453-55; (physically handicapped), special day classes for, regulations relating to, 9, 340

Harsin, Mrs. Dorothy Van Noy, reappointed to State Curriculum Commission, 9, 332

Hart, Wm. S., Union High School District, junior college proposed by, 5, 84

Heffernan, Helen, co-author of: "Promising Practices for Implementation of the 'Framework' in the Elementary Schools," 9, 309-17; "Highlights of the Mid-century White House Conference on Children and Youth, 1950," 4, 101-15

Heffernan Scholarship, 2, 58

"Highlights of the Mid-century White House Conference on Children and Youth, 1950," report by Helen Heffernan and Faith Smither, 4, 101-15

Hogan, George E., reappointed as Deputy Superintendent of Public Instruction, 5, 184

Homemaking Education, Bureau of, appointments and assignments, 2, 45-46

"How Adult Education Implements the 'Framework for Public Education,'" by George C. Mann, Leo Jones, and Stanley E. Swarder, 11, 395-403

Huber, Mildred, appointed as Special Supervisor of Homemaking Education, 3, 45

Identification cards for credential applicants, 9, 339-40

Improving Guidance Programs in Secondary Schools, by Donald E. Kitch and Wm. H. McCreary, Department publication announced, 2, 47-48

Instruction, Division of, announcement by, 3, 74; communication from, 2, 46; second annual conference of, 2, 52

"Interpretations of School Law," 1, 14-15; 2, 51; 3, 75-77; 4, 120; 6, 246-47; 7, 283-84; 8, 298-300; 10, 374; 11, 411-12; 12, 448-49 (*See* Legal Interpretations)

"Industrial Education Advances the 'Framework' Principles," by Melvin L. Barlow, 12, 423-35

- Jertberg, Gilbert H., reappointed to State Board of Education, 5, 184
 Jespersen, Senator Chris H., tribute to, 5, 192
 Johnson, B. Lamar, director of Study of General Education in California Junior Colleges, 1, 7-10
 Jones, Leo, co-author of "How Adult Education Implements the Framework of Public Education," 11, 395-403
 Junior college: evening, approved for Stockton, 9, 332; proposed by Wm. S. Hart union high school district, 5, 184
 "The Junior College Moves Ahead," by John B. Brinegar, 1, 10-13
 Junior colleges, address by Superintendent Simpson to students in, 1, 3-6; enrollment in, fall, 1950, 3, 71-72; general education in, article by Frank B. Lindsay, 1, 7-10; history, legislation, and purposes in, 1, 3-6; 1, 7-10
 Kitch, Donald E., co-author of bulletins: *Improving Guidance Programs in Secondary Schools*, 2, 47-48; *The School Counselor: His Work and Training*, 9, 330-31
 Language textbooks, adoption of, 5, 185
 Laws and Regulations Relating to Education and Health Services for Exceptional Children in California, Department publication, 10, 373

LEGAL INTERPRETATIONS

- apportionments to counties from highway tax fund, use of for payment of crossing guards employed by California Highway Patrol (AGO), 6, 247
 attendance upon junior high school of seventh- and eighth-grade pupils of union elementary school district lying in two high school districts, only one of which maintains a junior high school (AGO), 12, 448
 attorney, authority of school district to employ for nonlegal services (AGO), 6, 47
 blind, state centers for the, vacations and compensations of workers at (AGO), 3, 76
 bond election, posting and publication of notice of, in school district lying in two counties (AGO), 8, 299
 bonds of school district, effect of errors in proceedings for authorization and issuance of (AC), 8, 299; 8, 300
 building contracts, letting of by school districts (AGO), 10, 374
 California Highway Patrol, payment of crossing guards employed by (AGO), 6, 247
 class hours, computation of in junior college grades 13 and 14, for computation of average daily attendance (AGO), 12, 448
 contracts for construction work, between member of county board of supervisors and school district (AGO), 3, 77; for building construction, letting of by school districts (AGO), 10, 374
 Cosmetology, State Board of, authority of with respect to cosmetology courses in public schools (AGO), 1, 14-15
 county board of supervisors, rights of with respect to assignment of "Christmas tree" funds to school districts (AGO), 11, 411; right of member of to contract with school district for construction work (AGO), 3, 77
 crossing guards employed by California Highway Patrol, payment of from highway tax fund apportionments to county (AGO), 6, 247
 Department of Education, authority of to fix vacations and compensation for workers at centers for adult blind (AGO), 3, 76
 district, elementary school
 authority of union district lying in two high school districts, one of which maintains junior high school, to contract with that district for education of all pupils in grades 7 and 8 (AGO), 12, 448
 distribution of personal property and funds of component of unified district (AGO), 10, 374
 rights of component district of union, in withdrawal from joint union high school district (AC), 8, 300
 district, generally
 assignment of "Christmas tree" funds to, rights of county in (AGO), 11, 411
 authority of to employ attorney for nonlegal services (AGO), 6, 247
 bonds of, effect of errors in proceedings for authorization and issuance of (AC), 8, 299; 8, 300
 building contracts, letting of (AGO), 10, 374

LEGAL INTERPRETATIONS—Continued

- contract with for construction work by member of county board of supervisors (AGO), 3, 77
- employee of, in two positions (certificated and noncertificated), tenure acquired by (SC), 8, 298-99
- exclusion of territory from, under Chap. 2, Div. 2, Education Code (Optional Reorganization of School Districts) (AC), 7, 283
- governing board and teachers, right of, to do business with district (AG letter), 7, 283
- increase of compensation of district superintendent of schools during term of contract of employment (AC), 6, 246
- liability: for repayment of State School Building Aid, 1, 15; of district and of school bus driver for injury to pupils crossing street after discharge from school bus (SC), 3, 75
- notice of bond election, effect of errors in posting and publication of (AC), 8, 299
- payment by, of part cost of pedestrian underpass (AGO), 6, 246-47
- retirement system, termination of membership in, of certificated and noncertificated employees (AGO), 4, 120
- salary of superintendent, increase of during term of contract (AC), 6, 246
- shareholder in mutual water company, district as (AGO), 6, 247
- district, high school
 - contract for education in junior high school of all pupils in grades 7 and 8 residing in component union elementary district, part of which lies in another high school district (AGO), 12, 448
 - joint union high school district, rights of component district of union elementary district in withdrawal from (AC), 8, 300
- district, unified
 - assumption by, of liability of component elementary school district for bonded indebtedness of high school district (AGO), 12, 449
 - distribution of personal property and funds of component elementary district of (AGO), 10, 374
- Division of Architecture, regulations of, and Field Act, application of, to alteration of school buildings (AGO), 3, 76
- election, bond, notice of (AGO), 8, 299; errors in (AC), 8, 299, 300
- employees, termination of membership in school district retirement system (AGO), 4, 120
- employment, by school district, of attorney for nonlegal services (AGO), 6, 247; of minors (AGO), 11, 411-12
- exclusion of territory from school district under Chap. 2, Div. 2, Education Code (AC), 7, 283
- Field Act (Ed. Code Secs. 18191 ff.) and regulations of State Division of Architecture, application of to alteration of school buildings (AGO), 3, 76
- governing board of school district, right of members to do business with district (AG letter), 7, 283
- inspection of school records of names and addresses of pupils (AGO), 1, 14
- insurance, coverage of county hospital nursing trainees under training program involving junior college (AGO), 11, 412; of student body against liability under workmen's compensation law (AGO), 7, 284
- interest on contributions to local retirement system not a benefit for purposes of State Teachers Retirement Law (AG letter), 1, 14
- junior college, computation of class hours in for computation of average daily attendance (AGO), 12, 448
- liability: of district and bus driver for injury to pupils crossing street after discharge from school bus (SC), 3, 75; of unified district for bonded indebtedness of component districts (AGO), 12, 449
- military service, payment of salaries of state, county, and district employees during (AGO), 2, 51
- minors, employment of (AGO), 11, 411-12
- nursing trainees of county hospital, insurance coverage of (AGO), 11, 412
- payment of salary of state, county, and district employees during ordered military service (AGO), 2, 51

LEGAL INTERPRETATIONS—Continued

- pedestrian underpass, payment by school district of part costs of (AGO), 6, 246-47
 property and funds of component district of unified district, distribution of (AGO), 10, 374
 pupils' names and addresses, school record of, open to inspection (AGO), 1, 14
 reorganization of school districts, provision in for exclusion of territory from school districts (AC), 7, 283
 retirement system, local, interest on contributions to, as benefit for purposes of State Teachers Retirement Law (AG letter), 1, 14; termination of membership in by certificated and noncertificated employees (AGO), 4, 120
 salary, of district superintendent of schools, increase in during term of contract of employment (AC), 6, 246; of state, county, and district employees, payment of during ordered military service (AGO), 2, 51
 school buildings, application of Field Act and Division of Architecture regulations to alteration of (AGO), 3, 76
 school bus driver, liability of for injury to pupils crossing street after discharge from bus (SC), 3, 75
 school record of names and addresses of pupils open to inspection (AGO), 1, 14
 State Board of Cosmetology, authority of with respect to cosmetology courses in public schools (AGO), 1, 14-15
 State Board of Education, purchase by of right to use copyrighted matter in teacher's manual (AGO), 12, 449
 State highway users tax fund, use of to pay crossing guards employed by California Highway Patrol (AGO), 6, 247
 State School Building Aid, liability of school district for repayment of (AGO), 1, 15
 student body association, insurance of against liability under workmen's compensation law (AGO), 7, 284
 superintendent, district, increase of compensation of during term of contract of employment (AC), 6, 246
 teacher, right of to do business with school district (AG letter), 7, 283
 teacher's manual, copyrighted material in, purchase of right to use (AGO), 12, 449
 tenure acquired by employee in two positions (certificated and noncertificated) in school district (SC), 8, 298-99
 travel expense of members of state college advisory boards (AGO), 12, 449
 vacations and compensation of workers at centers for adult blind (AGO), 3, 76
 water company, mutual, school district as shareholder in (AGO), 6, 247
- List of high school textbooks, official: 1950, additions to, 4, 116-19; 1951, corrections in, 11, 408; additions to, 409-10
 Loans for students and teachers, 2, 58; 11, 415-16
 Loeb, Joseph P., reappointed to State Board of Education, 5, 184
 Lonsdale, Bernard J., author of report on activities in conservation education, 8, 293-97; of article on furthering conservation education, 12, 636-41
- McCreary, Wm. H., co-author of bulletins: *Improving Guidance Programs in Secondary schools*, 2, 47-48; *The School Counselor: His Work and Training*, 9, 330-31
 McGillicuddy, Kathleen, Regional Supervisor of Homemaking Education, transferred to Sacramento office, 2, 46
 McPherson, H. M., reappointed to State Curriculum Commission, 9, 332
- Magnuson, Henry W., co-author of articles: "Enrollment in California Public Schools, October 31, 1950," 2, 29-44; ". . . March 31, 1951," 6, 225-41
 Mann, George C., co-author of "How Adult Education Implements the Framework for Public Education," 11, 395-403
 Marrin, Andrew, appointed as Assistant Chief, Bureau of Vocational Rehabilitation, 9, 328
 Means, Louis E., appointed as Consultant in School Recreation, 10, 371
 Midcentury White House Conference, report of, 4, 101-15
 Military service, interruption by, of preparation for credentials, 9, 341

- Narcotics instruction, State Board of Education resolution on, 9, 335
- National Association of Secondary-School Principals, contests for schools, 1950-51, approved by, 1, 19-21; for 1951-52, 12, 461-63
- Natural Resources, Third Annual Conference on Conservation of, plans for, 12, 440
- Natwick, Warren H., co-author of articles on enrollment, 2, 29-44; 6, 225-41
- New publications of State Department of Education announced, 2, 46-48; 5, 178-81; 7, 282; 9, 329-31; 10, 372-73
- "A Note on the Closing Date for Veterans' Education Programs," by Roy E. Simpson, 4, 97-98
- "Notes on Department Activities," compiled by Nicholas E. Wyckoff, 2, 52-53; 3, 78-80; 4, 121-23; 5, 182-83
- Nuttall, Drayton B., School Facilities Survey, 9, 325-26; appointed as Supervising Field Representative, Division of Public School Administration, 9, 328
- "Opportunities in California Prisons for Productive Work of Benefit to Schools," 9, 318-24
- Organizations, educational, approved by State Board of Education for payment of 1951-52 memberships from school district funds, 9, 333-34; 12, 451
- Osslo, Max J., appointed to State Board of Education, 5, 184
- Pan American Day, 3, 83
- Parents and Teachers, California Congress of, program of loans, scholarships, and fellowships, 1950-51, 2, 58; 1952-53, 11, 415-16
- "The Payment of Student Body Fees for Veterans in Training Under Public Law 346 in California Public Schools," by Eugene M. DeGabriele, 12, 442-45
- Physical Education in the Elementary School*, by Winifred Van Hagen, Genevieve Dexter, and Jesse Feiring Williams, teacher's manual published by Department, 5, 178-79
- Placement offices, code of ethical practices for, 6, 242-45
- Price, Jackson, reappointed to State Curriculum Commission, 9, 332
- Prison work of benefit to schools, 9, 318-24
- Proclamation of Conservation Week, 1951, 3, 67
- "Professional Literature—Publications Received," 1, 1, 22; 2, 61-63; 3, 90-93; 4, 130-32; 5, 220-21; 6, 256-58; 7, 287-88; 8, 304; 9, 351-52; 10, 378-79; 11, 418-19; 12, 466-67
- The Program of Elementary Teacher Education in California*, Department publication, 5, 179-80
- "Promising Practices for Implementation of the 'Framework' in the Elementary Schools," by Helen Heffernan, Ruth Edmands, and Faith Smither, 9, 309-17
- P.T.A. (See California Congress of Parents and Teachers)
- Public Health Nursing Certificate, regulations governing issuance of, 12, 446-47
- Public School Administration, Division of, Chief reappointed, 5, 184; communication from, 11, 408
- "Public Schools Week, 1951," by Roy E. Simpson, 2, 27-28
- Publications of State Department of Education announced: 2, 46-48, 5, 178-81; 7, 282; 9, 329-31; 10, 372-73
- Pupil transportation (See Transportation)
- Readjustment Education, Bureau of, list of schools approved for veterans prepared by, 2, 48; report by: "Payment of Student Body Fees for Veterans . . .," 12, 442-45
- "Registration Data for California Institutions of Collegiate Grade, Fall, 1950," 3, 68-72
- Regulations adopted by State Board of Education, 2, 54-56; 5, 187-92; 9, 335-41; 12, 453-59; by Director of Education, 2, 56 (note); 6, 249-50; by Superintendent of Public Instruction, 6, 248-49; 9, 329; by Teachers Retirement Board, 12, 460-61
- Reorganization of school districts, proposals approved:
- unifications—Calaveras, El Dorado, and Kern counties, 9, 332; Amador, Glenn, Lake, and Los Angeles counties, 12, 452
 - unionizations—Imperial and Stanislaus counties, 5, 184; Imperial, Nevada, and Tulare counties, 9, 332; Alpine, Inyo, San Luis Obispo, and Sonoma counties, 12, 451-53

- Report of Activities of the Bureau of School District Organization, October 1, 1949, to February 1, 1951*, Department publication announced, 10, 373
- Required Courses and Other Required Instruction in California Public High Schools, 1949-50*, Department publication announced, 9, 330
- Retirement Board, Teachers', regulations adopted by, 12, 460-61
- Revocation by State Board of Education of credentials for public school service, 5, 185; 9, 333; 12, 460
- Roehr, George L., appointed as Consultant in Secondary Education, 4, 116; co-author of article: "Secondary Schools Make 'The Framework' a Reality," 10, 357-63
- Rules and regulations (See Regulations)
- Safety patrols, crossing signs for, 5, 187
- Sams, W. Earl, co-author of article: "Secondary Schools Make 'The Framework' a Reality," 10, 357-63
- Schnell, Mrs. Dorothy M., appointed Chief, Bureau of Homemaking Education, 2, 45
- Scholarships: California Congress of Parents and Teachers, 2, 58; 11, 415-16; California School Supervisors Association, 2, 58; Colorado School of Mines, 3, 87; contests for, approved, 1, 19-21; 12, 461-63; final report by California Subcommittee on, 10, 365-66; Heffernan, 2, 58; Michigan College of Mining and Technology, 3, 85; State Federation of Labor, 4, 125; for training of teachers of handicapped children, 1, 18; 2, 58; 11, 415-16
- School Accounts and Records, communication on budget forms, 5, 177-78
- School bus (See Transportation)
- School construction, federal funds for, 8, 301-2; approval of plans for, 11, 408
- The School Counselor: His Work and Training*, Department publication, 9, 330-31
- School District Organization, Bureau of, report by, 10, 373
- School district reorganization proposals, 5, 184; 9, 332; 12, 451-53
- School districts, general fund expenditures of, 5, 169-76
- School Facilities Survey, 9, 325-26; staff appointments, 9, 326; 10, 372
- Schoolhousing, federal funds for, 4, 122; survey of, 9, 325-26
- Schroeter, Frank P., appointed Field Representative, School Planning, 10, 372
- Science textbooks, adoption of, 4, 185-87
- Scofield, Esther, Regional Supervisor of Homemaking Education, transferred to Berkeley office, 2, 46
- Secondary Education staff, articles by, 7, 263-81; 10, 357-63; bulletin, 9, 330
- "Secondary Schools Make 'The Framework' a Reality," by George L. Roehr and Earl Sams, 10, 357-63
- Secondary schools, teaching Americanism in, 7, 263-81
- Simons, Wilber D., appointed to State Board of Education, 5, 184
- Simpson, Roy E., articles by: "Public Schools Week, 1951," 2, 27-28; "A Note on the Closing Date for Veterans' Education Programs," 4, 97-98; "Today's Challenge to the Junior College Student," 1, 3-6 (See also Director of Education, Superintendent of Public Instruction)
- Slocum, Darrel H., appointed Field Representative, School Facilities Survey, 10, 372
- Smitter, Faith, author of bulletin, "Experiences, Interests, and Needs of Eighth-Grade Farm Children in California," 9, 329-30; co-author of report on Midcentury White House Conference, 4, 101-15; of article, "Promising Practices for Implementation of the 'Framework' in the Elementary Schools," 9, 309-17
- Spears, Harold, appointed to State Curriculum Commission, 2, 54
- Special education: scholarships, fellowships, and loans for teachers in, 2, 58; 11, 415-16; regulations relating to special schools and classes for mentally retarded minors, 12, 453-55; special day classes for physically handicapped minors, 9, 340
- State Board of Education
- actions, 2, 54-57; 5, 184-92; 9, 332-41; 12, 450-60
 - adoption of textbooks, in language, 5, 185; in science, 5, 185-87
 - appointment of member of Teachers Retirement Board, 5, 184
 - approval of
 - appointments to state college advisory boards, 2, 56-57; 12, 450-51
 - appointments to State Curriculum Commission, 2, 54; 9, 333
 - educational organizations for membership paid from school district funds, 9, 333-34
 - proposal for operation of evening junior college at Stockton, 9, 332
 - proposals for reorganization of school districts, 5, 184; 9, 332; 12, 451-53

State Board of Education—Continued

- call for bids for textbooks in civics, 2, 54
- credentials, revocation of, 5, 185; 9, 334; 12, 460
- disapproval of proposal for junior college at Newhall, 5, 184
- reappointment of Deputy and Associate Superintendents of Public Instruction, 5, 184
- reorganization of board, 5, 184
- resolutions: of tribute to State Senator Chris N. Jespersen, 5, 192; regarding instruction in the nature of narcotics, 9, 335; regarding defense training, 9, 334-35
- rules and regulations changed or added (Calif. Admin. Code, Title 5), relating to
 - accreditation, of institutions for teacher training, 9, 341
 - American history, instruction in, 9, 336-37
 - approval of institutions for training of veterans, 2, 55
 - attendance in public schools, 9, 335; in evening high schools, 2, 54
 - classification of students in state colleges, 12, 459
 - Constitution of the United States, instruction in, 9, 336-37
 - credentials for public school service: emergency, 5, 190-92; provisional, 12, 457-59; renewal of, 12, 455; special secondary in business education, 12, 456
 - crossing signs, school safety patrols, 5, 187
 - evening schools and classes for adults, 9, 337-39; 12, 453-54
 - filing of addresses, of applicants for and holders of certification documents, 2, 55; of institutions and correspondence schools approved for education of veterans, 2, 55
 - first aid instruction required for graduation from secondary schools, 2, 54
 - foreign language required for graduation from state colleges, 5, 187
 - graduation from secondary schools, 2, 54; from junior colleges, 12, 453; from state colleges, 5, 187
 - interruption by military service of preparation for credentials, 9, 341
 - lunch periods for teachers, 12, 453
 - payment of compensation to state college employees, 5, 187-88
 - personal identification cards, 9, 339-40
 - pupil transportation, 5, 187-90
 - special day classes for physically handicapped minors, 9, 340
 - special schools and classes for mentally retarded minors, 12, 453-55
 - state colleges, 2, 55-56; 5, 187-88; 9, 341; 12, 459
- State colleges
 - accreditation of, policies governing, 9, 341
 - advisory boards, 2, 56-57; 12, 450-51
 - candidates for credentials, training by, 5, 155-59
 - civil defense programs, 5, 182-83
 - enrollment in, fall, 1950, 3, 69
 - foreign language requirement, 5, 187
 - housing units, regulation regarding rental of, 6, 249-50
 - payment of compensation to employees, 5, 187-88
 - rules and regulations relating to, 2, 55-56; 5, 187-88; 6, 249-50; 9, 341; 12, 459
 - vocational curriculums in, bulletin on, 5, 181
- State Curriculum Commission, appointment to, 2, 54; reappointments to, 9, 332
- State Department of Corrections, program of manufactures for public schools by correctional industries, 9, 318-24
- State Fire Marshal, article by, 4, 99-100
- State Librarian, retirement of, 9, 327; appointment of, 10, 371
- State School Fund, apportionments of 2, 46-47; 4, 121; 11, 404-7
- Stone, James C., author of "Supply of and Demand for Certificated Personnel in California Public Schools, 1951," 5, 137-68; of announcement on Public Health Nursing Certificate, 12, 446-47
- Stone, Robert F., appointed as Field Representative, School Facilities Survey, 10, 372
- Student body affairs in high school, study of costs to students of participation in, 2, 46
- Student body fees for veterans, payment of, 12, 442-45
- "A Study of Activities Related to Conservation Education in California Public Schools," by Bernard J. Lonsdale, 8, 293-97

- Summer session opportunities for school personnel, 5, 193-218; 6, 250-52
- Superintendent of Public Instruction (*See also* Director of Education; Simpson, Roy E.)
- appointments by, 2, 45; 3, 73; 4, 116; 9, 328-29; 10, 371-72
 - author of report on apportionment of State School Fund, 1950-51, 2, 46-47
 - conferences called by, 2, 73-74
 - departmental communications from, 2, 45-50; 3, 73-74; 4, 116; 9, 327-29; 10, 371-72
 - nominations by, 2, 54, 56-57; 5, 184; 9, 332-33; 12, 450-51
 - regulations adopted by: allowances for pupil transportation, 9, 329; verifications of absence due to illness or quarantine, 6, 248-49
- "Supply of and Demand for Certificated Personnel in California Public Schools, 1951," by James C. Stone, 5, 137-68
- Supreme Court decisions, 3, 75; 8, 298-99
- Sworder, Stanley E., author of *Handbook for Teachers of Adults*, 7, 282; co-author of "How Adult Education Implements the 'Framework for Public Education,'" 11, 395-403
- Tashnovian, Peter J., co-author of articles on enrollment, 2, 29-44; 6, 225-41
- Teacher education, for elementary schools, bulletin on, 5, 179-80; accreditation of institutions for, 9, 341
- Teachers, opportunities for, in foreign countries, 9, 342; in Indian Service, 4, 126; in Pacific area, 6, 253-54; in teaching army children, 3, 88
- Teachers Retirement Board, action of to change rules and regulations relating to definitions, proof of death, termination of employment, and repayment of withdrawn contributions, 12, 460-61
- "Teaching Americanism in California Secondary Schools," by Herbert D. Gwinn and John B. Brinegar, 7, 263-81
- Textbook evaluation, criteria for, 7, 281
- Textbooks, high school, additions to official list of, 2, 49-50; 4, 116-19
- Textbooks and Publications, Bureau of, announcements of new publications, 2, 46-48; 5, 178-81; 7, 282; 9, 329-31; 10, 372-73; of additions to official list of high school textbooks, 2, 49-50; 4, 116-19
- Textbooks and teacher's manuals, elementary, adoption of: in language, 5, 185; in science, 5, 185-87
- Third Regional Conference on Conservation of Natural Resources, 12, 440
- "Today's Challenge to the Junior College Student," address by Roy E. Simpson, 1, 3-6
- "To Further Conservation Education," article by Bernard J. Lonsdale, 12, 436-41
- Transportation of pupils; rules and regulations relating to, 5, 188-90; 9, 329; accidents in, 11, 417
- United Nations Educational Service announced, 4, 127; U. N. national contest, 4, 124
- United States Constitution and American history, new regulation for instruction in, 9, 336
- University of California, Office of Relations with Schools, report by of enrollment in collegiate institutions, fall, 1950, 3, 68-72
- Van Hagen, Winifred, co-author of *Physical Education in the Elementary School*, teacher's manual published by Department, 5, 178-79
- Vander Griend, Maurine, appointed as Regional Supervisor of Homemaking Education, 2, 45
- Veterans, closing date of programs for education of, 4, 97-98; educational assistance to dependents of, 2, 59-60; rules and regulations of State Board of Education relating to approval of institutions for training of, amended, 2, 55; schools approved, list of published, 2, 48; addresses of, required to be filed, 2, 55; student body fees for, 12, 442-45
- Veterans of Foreign Wars of the United States, essay contest sponsored by Ladies Auxiliary of, 11, 417
- Vocational Curriculums in California State Colleges*, Department publication announced, 5, 181

Waterman, Ivan R. (See Textbooks and Publications, Bureau of)

Wedberg, Conrad F., appointed as full-time Consultant in Speech Correction, Sacramento office, 10, 371

Week, American Education, 8, 301; 11, 413; Brotherhood, 1, 17; Boys' and Girls' 3, 82; Conservation, 3, 67, 81; Public Schools, 2, 27-28

Western Institutional Teachers Placement Association, code of ethical practices adopted by, 6, 242-45

Wildlife leaflets for schools, 12, 464

Williams, Jesse Feiring, co-author of physical education manual, 5, 178-79

Wright, Frank M., reappointed as Associate Superintendent of Public Instruction, 5, 184

Wyckoff, Nicholas E., "Notes on Department Activities," compiled by, 2, 52-53; 3, 78-80; 4, 121-23; 5, 182-83

Yockers, Joe R., State Fire Marshal, article by, 4, 99-100

Zimmerman, Carma R., appointed as State Librarian, 10, 371

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